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ABSTRACT

Incountry Resource Centers (IRC) are vehicles for sharing technical information among persons working to further development goals, and the workshop described in this trainer's manual is designed to help local Peace Corps staff and/or volunteers to establish, expand, or improve an IRC appropriate to the needs and conditions of their country. Throughout the workshop, the participants will learn how to take full advantage of the Peace Corps Information Collection and Exchange (ICE) and its extensive resources by incorporating ICE services into an IRC to provide the technical information needed by volunteers and staff in their work. The workshop has 7 sessions presented over 3.5 days; each session is divided into two 1.5 hour segments, and alternate session designs are provided. The workshop design is flexible so that it may be adapted to local conditions, e.g., availability of staff or space. Designed for ease of use by workshop facilitator(s), the manual provides a description of each individual session which includes a list of goals, an overview, a list of objectives, suggestions for trainer preparation, a list of necessary materials, and step-by-step discussion of procedures for conducting that session. Trainer notes provide background information or suggestions, and master copies of necessary handouts are provided in a separate section following the session descriptions. (CGD)

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Peace Corps

INCOUNTRY RESOURCE CENTER WORKSHOP

Peace Corps
Information Collection and Exchange

Designed by

CHESS and Associates, Inc.
815 C Street, SE
Washington, DC 20003

and

PADCO, Inc.
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Washington, DC 20036

August 1986

ACKNOWLEDGEMENTS

No development project can be accomplished without a team effort. This truism definitely fits the development of this workshop manual. Thanks are due to a lot of people for their assistance in bringing this project to fruition.

It would have been impossible to do this project without the contributions of Trish Heady, Resource Manager, Peace Corps Office of Information Collection and Exchange. Trish guided the development of the manual and also co-trained at the field trials of the workshop in Kingston, Jamaica and Manila, Philippines. Our many talks were always productive.

The participants at those workshops not only served as "guinea pigs" from whom we could learn by observing, but also provided valuable suggestions in their evaluations.

Many people helped make those pilot workshops a success. Special mention should be made of, in Kingston, acting Country Director Linda Borst and new Country Director John Wright; Elizabeth Ramezar, APCD in charge of the Resource Center; and Maurice Wells and his staff at the Peace Corps Training Center; and, in Manila, Country Director Ed Slevin; Training Officer Nancy Geyer and her assistant Virgie B. Abarales; and Resource Center Manager Lani Berino. Thank you not only for your professional assistance but also for the warmth with which you shared your facilities, your services, and your expertise.

Finally, I would like to thank my colleagues at PADCO, Jody Olsen and Carol Wzorek. To Jody, thanks not only for her creative first draft of half of the workshop sessions but also for the example of her professionalism and grace. Carol Wzorek blends excellent skills and knowledge with a fine sense of humor and flexibility in problem-solving. It has been a true pleasure to work with both these women.

To all those who contributed to this workshop design and manual, a heartfelt thanks and the wish that we might meet, and work together, again.

Nancy Swing
CHESS & Associates
Washington, D.C.
August, 1986

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GOALS OF THE WORKSHOP

To help participants:

1. Develop an understanding of, and appreciation for, Incountry Resource Centers and their importance in the Peace Corps information network;

2. Understand the development information needs that can be fulfilled through an Incountry Resource Center;

3. Know how to establish and maintain an Incountry Resource Center that is appropriate to a specific country's needs;

4. Share information about Incountry Resource Centers among participants;

5. Analyze an operating Peace Corps Incountry Resource Center in terms of ideas which could be adopted, adapted or generated; and

6. Write and evaluate an action plan for developing/expanding/improving a Peace Corps Incountry Resource Center.

MASTER LIST

MATERIALS FOR WORKSHOP

Newsprint - about 300 sheets
Masking tape - 2 rolls, 1" wide
Wide marking pens (e.g., Magic Markers)
    30 in at least 3 colors (e.g., 10 black, 10 red, 10 blue); 1 set of mixed, multiple colors is also useful for the trainer during facilitation of discussion.

Per participant:
1 copy of Whole ICE Catalog
1 copy of Free and Reduced Rate Magazine List
1 copy of Suggested Titles for an Overseas Peace Corps Office Reference Library
1 copy of Incountry Resource Center Procedures Manual
1 copy of Periodicals Distributed by ICE
At least 1 sample of an IRC manual from an existing IRC
1 pen
1 pencil
1 notebook with 20 sheets of paper, preferably ruled
1 welcome packet for each participant (See "Opening Reception" description)

Documents for the classification game during Session 4-B:
Two documents which are easy to classify
Two periodicals
Two documents which have many subjects under one heading
Two documents which could logically be classified under two or more subjects
Two documents generated from the field,
    one accepted and one rejected for the ICE collection
Two documents which would be inappropriate for an Incountry Resource Center
One document for trainer to use as a demonstration
        (See Session 4-B description for suggestions for document titles)
A box or bag of hard candies - at least six pieces per participant
1 stapler
1 hole puncher to fit participants' notebooks
1 pair scissors
2 packets of 3x5 blank notecards
Paperclips - 1 box standard size and 1 box large size
Enough nametags for everyone at the opening reception
Enough copies of each handout for each participant,
    including the handouts for the role play in Session 4-A and the Evaluation Form. (See Handouts Section and Evaluation Form Section for master copies. Handouts are listed for each session.)

OVERVIEW

Peace Corps, through its programming, provides a significant contribution to development in the countries in which it serves. It does this by building programs related to the overall development needs of the country, selecting Volunteers that have the technical capabilities to carry out their assignments, properly training them, and then providing continued training and technical information as needed throughout their Volunteer experience.

Keeping up to date with the level and type of programming that is needed, and then being able to provide the technical backup to respond to the development tasks required, is a constant challenge to the Peace Corps organization.

Incountry Resource Centers are important vehicles for sharing technical information among Volunteers, Peace Corps staff, and other people working to further development goals. The Incountry Resource Center is a two-way channel of information. Peace Corps Information Collection and Exchange (ICE) gathers and disseminates technical information from many sources through the Incountry Resource Centers. Just as importantly, the Incountry Resource Centers can gather and disseminate locally relevant information from Volunteers, host country ministries and other local development agencies. This grassroots information can be shared not only with Volunteers and other local development workers but also, via ICE, with the rest of the development community worldwide. The Incountry Resource Center is the focal point for information collection and exchange at the local level, and it also has the potential to be an important part of an international effort to identify and share technical information for development.

This workshop is designed to help local Peace Corps staff and/or Volunteers establish, expand, or improve an Incountry Resource Center appropriate to the needs and conditions in their country. Throughout the workshop, the participants will learn how to take full advantage of ICE and its extensive resources by incorporating ICE services into an Incountry Resource Center which will enable Volunteers, staff and others interested in development to get the technical information necessary for their work. The workshop design calls for two trainers. One, referred to in this manual as "trainer," should be an experienced trainer and facilitator with some knowledge of information services and resource centers. The other should be an ICE representative with knowledge of the background, services and functioning of ICE. Both will lead sessions, but each brings different, complementary background and skills to the workshop.

The workshop has seven sessions, each divided into two 1½-hour segments. Session 3A is a field trip, for which an alternate session design is provided in case a field trip is not possible. The workshop was designed to be conducted in three-and-a-half continuous days with an opening event on the evening before the first session. The basic design is as follows:

Evening Before Workshop Begins

Reception with words of welcome from sponsoring institution(s)

Day 1

Morning:	Session 1A -	Getting to Know You
	Session 1B -	What's an Incountry Resource Center?
Afternoon:	Session 2A -	Where Are We and Where Do We Want to Go?
	Session 2B -	How Can ICE Help?

Day 2

Morning:	Session 3A -	Visiting an IRC (Alternate: Show and Tell - My IRC)
	Session 3B -	Using an IRC
Afternoon:	Session 4A -	Helping IRC-Users
	Session 4B -	Classifying Documents

Day 3

Morning:	Session 5A -	How Can We Get the Resources We Need?
	Session 5B -	What About Staffing and Management?
Afternoon:	Session 6A -	How Can We Keep Track of Documents?
	Session 6B -	Developing an Action Plan

Day 4

Morning:	Session 7A -	Finalizing the Action Plan
	Session 7B -	Evaluating the Workshop
Lunch:	Closing Ceremony	

During field trials of this workshop, it was learned that the opening reception and the closing ceremony were important parts of the experience for participants. The reception has three functions: (1) it makes participants feel welcome after what may have been a long journey; (2) it gives participants an opportunity to begin to get to know one another; and (3) it provides an opportunity for dealing with basic logistical questions like where the workshop will will be, its hours, transportation, etc. By the same token, the closing ceremony (preferably during a luncheon) provides a sense of closure, allows people to say good-bye to one another, and makes it possible to formally thank everyone who contributed.

There are a number of options in the workshop design. Some participants may need to work on the physical layout of the space for their Incountry Resource Center. An optional session, entitled "Designing an IRC Floor Plan," is provided if trainers want to assign the learning activity as homework or to use the design in place of another session. Workshop organizers also have the option of conducting "bull sessions" for an open discussion of participant concerns and questions on one or more evenings.

The workshop design is flexible. Workshop organizers may wish to change the schedule because of local conditions related to availability of staff or space. If such changes are necessary, organizers are encouraged to use their creativity in meeting local needs and overcoming constraints.

This manual is designed for ease of use by the workshop facilitator(s). Each session description provides a list of goals, an overview, a list of objectives, suggestions for trainer preparation, a list of necessary materials, and step-by-step discussion of procedures for conducting that session. Throughout the session description are Trainer Notes to provide background information or suggestions, and space for the facilitator to write his or her own notes.

Master copies of necessary handouts are provided in a separate section following the session descriptions, and an Evaluation form is appended at the end of the manual.

We wish you luck as you conduct the workshop, and we welcome your feedback on how we can improve the design of this manual and the workshop itself. Please send your suggestions and ideas to:

Peace Corps
Information Collection and Exchange
Office of Training and Program Support
806 Connecticut Avenue, N.W.
Washington, D.C. 20526

OPENING RECEPTION

TIME: 2 HOURS

GOALS:

1. To welcome participants to the workshop;

2. To provide an opportunity for everyone to get to know each other;

3. To offer specific logistical information re housing, workshop location, transportation, shopping, etc.

OVERVIEW:

Participants will often have travelled far to come to the workshop. Many of them may be travelling outside their countries for the first time. It is important to the success of the workshop that they feel welcome, meet people easily and quickly, and have answers for some important logistical questions. The opening reception the evening before the workshop is designed to fill these needs.

TRAINER PREPARATION:

1. Make physical arrangements for the reception several weeks in advance. Working through a local representative can make this easier and more efficient. Recommendations:

    - A room large enough for the participants, local Peace Corps representatives and invited guests
    - Drinks and hors d'oeuvres
    - Chairs for sitting and talking
    - A source of background music, probably recorded

2. Identify a representative from the Peace Corps program hosting the workshop to:

    - Welcome the group on behalf of the local Peace Corps office;
    - Answer any logistical questions which might arise.

3. Prepare a welcome packet containing useful information (See Handouts Section for outline of information which might be included.) Working through a local representative might also be the best way to prepare this packet.

MATERIALS:

1. Food and drink
2. Nametags for everyone attending
3. Welcome packets for all workshop participants

PROCEDURES:

Arrival (30 minutes)

1. Welcome participants as they arrive at reception and make, or give them previously prepared, nametags with name and country.

2. Introduce them to one another and invite them to have a drink and some food.

3. Allow participants and guests to mingle informally for the first 30 minutes or so.

4. As much as possible, mingle with the participants, making them feel welcome.

Formal Welcome (30 minutes)

5. Ask for everyone's attention for a few moments and introduce a local Peace Corps representative who should:

   - Say a few words of welcome
   - Pass out the welcome packets

Trainer Note

> These packets could also be distributed to the participants when they arrive incountry.

6. Add your own short words of welcome on behalf of the workshop itself and provide a brief overview of workshop logistics:

   - Location
   - Transportation (if necessary)
   - Duration of sessions
   - Other information as appropriate

7. Ask if there are any logistical questions and respond as necessary. If the group would like to change session times or other aspects of the workshop, be as flexible and responsive as possible.

8. Repeat a brief welcome and invite everyone to continue to visit with one another and to enjoy the food and drink.

Informal Conversation (60 minutes)

9. Join the group and meet and talk with any of the participants whom you have not yet met.

10. Allow participants to leave at their own pace unless there are logistical reasons why the reception must end at a specific time. If so, bid everyone good night at that time.

SESSION 1A: GETTING TO KNOW YOU

TIME: 1½ HOURS

GOALS:

To help participants:

1. Develop an understanding of, and appreciation for, Peace Corps Incountry Resource Centers; and

2. Share information about their own Incountry Resource Centers.

OVERVIEW:

During this session, the participants will have an opportunity to begin to assess their own Incountry Resource Centers (IRC's) and to start to learn about the IRC's of others. This session also allows the trainers to refine the workshop to meet the specific needs of those who are attending. This workshop is designed to be an exchange of information between participants with the trainers acting primarily as facilitators and secondarily as sources of information where knowledge does not already exist within the group. This first session, then, is critical to establishing a climate of sharing, to introducing the main topics of the workshop, and to providing an opportunity for trainers to discover which topics must be covered to what level of detail for this group of participants.

OBJECTIVES:

By the end of this session, participants will be able to:

1. Assess their own learning needs;

2. Identify sources of information and experience within the group;

3. Begin to formulate a personal plan for tapping these resources.

TRAINER PREPARATION:

1. Read the session material several times, making any notes that will be helpful during the actual training session.

2. Have 2-3 copies to pass around to participants in order to collect their relevant information:

   o Handout 2: Names and Addresses of Participants

3. Have enough copies of the following handouts to pass out to each participant (see Handouts section for master copy):

   o Handout 1: Getting To Know You

   o Handout 3: Self-Assessment: Workshop Goals

4. Prepare the following on newsprint:

   o Agenda for the session (see #4 of session description);

   o Goals of the workshop (see #16 of session description);

5. Tear off about 20 sheets of newsprint pages to have ready to give to individuals and small groups for their activities.

MATERIALS:

1. Newsprint, tape, magic markers (about 30)

2. Packet of blank notecards

3. Enough handouts for participants, as listed above

4. Prepared newsprint sheets, as listed above

PROCEDURES:

Climate Setting (10 minutes)

1. Begin by welcoming the participants to the workshop. Ask if there was any difficulty in getting to the workshop or if there were any other logistical problems. Respond as necessary.

2. Provide a brief overview of the workshop making the following points:

   - The workshop will be participatory and experiential;
   - Everyone will be a learner and a teacher;
   - Much of what we'll discuss may seem like common sense, but common sense is not always common behavior;
   - This will be an opportunity to exchange ideas and information for your consideration —
     - You may want to adopt an idea;
     - You may want to adapt an idea;
     - You may want to create something new as a spinoff of someone's idea.

3. Review any necessary logistical information regarding the workshop itself; e.g.,

   - Rules re smoking
   - Location of bathrooms
   - Display of ICE sample materials

4. Post and read the agenda for the session:

   - To get to know one another
   - To define our expectations, needs and goals
   - To begin to identify resources within the group
   - To discuss existing Incountry Resource Centers

Getting to Know You (35 minutes)

5. Make an appropriate remark about beginning with the first item on the agenda and ask the group to divide into pairs. Explain that, preferably, each participant should work with someone he or she doesn't know. Ask each pair of participants to spend about 10 minutes finding out the following about each other:

   - name and one interesting personal item;
   - country and role within Peace Corps;
   - one interesting fact about their Peace Corps programs;
   - two facts about their current Peace Corps Incountry Resource Center or other information services

   Explain that if a participant comes from a country that doesn't have a Peace Corps-sponsored information service, that fact should also be noted. In such cases, the participants should also report how information requests are handled.

6. Pass out Handout 1 (Getting to Know You) and ask the participants to use it as a worksheet for this exercise.

7. Bring the group back together and ask each participant to share the information about his or her partner.

8. Ask the participants if they have identified any potential resources within the group and list them for future reference.

9. Ask the group if there are any general conclusions they might draw about Peace Corps Incountry Resource Centers based on the items of information just presented to the group.

10. Pass out Handout 2 (Names and Addresses of Participants). Ask participants to fill in their information on the forms and return them to you.

    - Explain that the lists will be alphabetized, typed and photocopied so that everyone will have a copy.
    - When the forms have been completed, have a single list typed and photocopied, then distribute it to the participants as soon as possible during the workshop.

Small Group Discussion: Setting Goals **(45 Minutes)**

11. Ask each participant to write down what he or she would like to get out of the workshop. Ask them to write down their expectations.

12. After the participants have had about 5 minutes to make their individual lists, divide them into small groups of 5-8 and ask them to spend about 20 minutes on the following tasks:

    - Share their individual lists
    - Develop a composite list for their small group, listing their needs in order of priority.
    - Select someone to report on their group list

13. Give each group a sheet of newsprint and a marker to make their lists.

14. When the 20 minutes have passed, ask the participants to return to the large group and to report on their group lists.

15. After all the small groups have reported, ask the participants to look for two or three possible key issues they want addressed in the workshop. Write their responses on newsprint.

16. Show the group the goals identified for the workshop, previously written on newsprint:

    - To develop an understanding of, and appreciation for, Incountry Resource Centers and their importance in the Peace Corps information network;
    - To understand the development information needs that can be fulfilled through an Incountry Resource Center;
    - To know how to establish and maintain an Incountry Resource Center that is appropriate to a specific country's needs;
    - To share information about Incountry Resource Centers among participants;
    - To analyze an operating Peace Corps Incountry Resource Center in terms of ideas which could be adopted, adapted or created; and
    - To write and evaluate an action plan for developing/expanding/improving a Peace Corps Incountry Resource Center

17. Ask the group to compare and contrast the two sets of workshop goals and to come up with a final list of goals for the workshop.

18. When they have finalized their definition of goals for the workshop, pass out Handout 3 (Self-Assessment) and ask them to complete it:

    - List the goals in the spaces in the left column;
    - Assess their current skills and knowledge by putting an "X" on the line where they currently are;
    - Decide where they would reasonably like to be by the end of the workshop and put a circle on the line which represents that personal objective.

    Respond to questions as necessary.

Trainer Note

> Since the workshop design is based on the listed goals, you might need to make modifications in the design to meet any new goals identified by the group. It is part of the workshop design that you respond to the goals identified by the participants. They will be looking for the implementation of this needs assessment. Responding to their goals during the workshop will assure the group that they do have some control over their own training.

19. If they are willing, ask the participants to share their self-assessments with you on an individual basis so that you can better modify the workshop design to meet their needs. If they agree, simply look at their self-assessments as they finish or during the break.

BREAK (30 minutes)

SESSION 1B: WHAT'S AN INCOUNTRY RESOURCE CENTER?

TIME: 1½ HOURS

GOALS:

To help participants:

1. Develop an understanding of, and appreciation for, Incountry Resource Centers and their importance in the Peace Corps information network;

2. Understand the development information needs that can be fulfilled through an Incountry Resource Center.

OVERVIEW:

This session is designed to help participants think through the purposes and functions of an Incountry Resource Center. It begins with a discussion of "information" and "technical information" and then proceeds to an examination of what an IRC is. It closes with participants analyzing the information needs of the various groups who might use an IRC. This session provides a foundation for the following session during which participants analyze their own IRC's in terms of strengths, weaknesses, constraints, and preliminary thoughts regarding potential changes.

OBJECTIVES:

By the end of this session, participants will be able to:

1. Define "information" and "technical information"

2. Describe Peace Corps information needs within their own countries;

3. Identify the information needs of potential IRC user groups; and

4. Rank information needs of potential IRC user groups.

TRAINER PREPARATION:

1. Read the session material several times, making any notes that will be helpful during the actual training session.

2. Have enough copies of the following handout to pass out to each participant (See Handouts section for master copy):

   o Handout 1: Analyzing Information Needs

3. Have one copy for each participant of:

   o Incountry Resource Center Procedures Manual

4. Prepare the following on newsprint:

   o Agenda for the session (See #3 of session)

   o Blank sheets of newsprint with the following headings for use in activity #11 --

      - Similarities

      - Types of Information Best Suited to an IRC

      - Primary Users

      - Main Purposes

      - Main Functions

   o An outline of discussion points to be used by the participants to prepare presentations during Session 2A (See #4 from that session)

5. Tear off about 10 sheets of newsprint to have ready to give small groups for their activities.

MATERIALS:

1. Newsprint, tape, magic markers (about 30)

2. Sufficient handouts and the IRC Procedures Manual for each participant, as listed above

3. Prepared newsprint sheets as listed above

PROCEDURES:

Climate Setting (10 minutes)

1. Welcome everyone back from the break and chat for a few moments about topics mentioned during the break and respond to any logistical questions, etc. in order to re-establish the participatory nature of the session.

2. Make a transitional remark about moving from examining ourselves and our needs to examining Incountry Resource Centers in general. Tie this sequence into the goals generated by the participants during Session 1A.

3. Post and read the agenda for this session:

   - To define "information" and "technical information"
   - To discuss Peace Corps information needs
   - To identify and rank information needs of potential IRC user-groups
   - To discuss the purposes and functions of an IRC

Large Group Activity: Information (20 minutes)

4. Ask the group what they think of when they hear the word "information." Draw examples from the group quickly.

5. From the examples given, ask the group to provide a quick definition of the word "information." "Facts told or heard or discovered" is the dictionary definition.

6. Ask the group to brainstorm some definitions for the phrase "technical information." Draw examples from the group quickly.

Trainer Note

It is important that the participants provide working definitions of words whenever possible as these definitions will be more relevant to their own interests than standard definitions might be.

7. Ask the participants to think about what groups affiliated with Peace Corps have information needs. Write their responses on newsprint. Their list might include:

   - Volunteers
   - APCD staff
   - Other Peace Corps staff
   - Host government representatives working with Peace Corps
   - Other U.S. government representatives
   - Representatives of other donor organizations
   - Domestic development groups

8. Ask the participants to name one type of information needed by each group and write a response beside each type of group named in the previous activity. Types of information might include:

   - Technical - e.g., how to build a latrine
   - Managerial - e.g., how to prepare a Country Management Plan
   - Administrative - e.g., forms for preparing country budgets
   - Programmatic - e.g., Africa Region Briefing Book
   - Training - e.g., inservice training models
   - Country specific - e.g., country five-year plan

   Ask the participants to give one example of each of the types of information so that everyone is clear on what is meant by the different types. This discussion should go quickly.

Trainer Note

The purpose of the above exercise is to help the group start to define the different types of information so that when they begin focusing on a resource center and what goes in the center, they are relatively clear on what information is, and is not, appropriate.

Small Group Activity: Defining Information Needs (60 minutes)

9. Divide the participants into small groups of 5-8 and assign each small group one of the types of potential IRC user-groups; e.g., one small group might focus on Volunteers while another small group might concentrate on APCD's.

   - Pass out Handout 1 (Analyzing Information Needs) to each participant.
   - Ask each small group to analyze the information needs of its assigned IRC user group, using Handout 1, and to make a large copy on newsprint of their analysis.
   - If needed by the participants, go over Handout 1 with them and respond to any questions.
   - Ask each group to select a reporter to share their analysis with the rest of the participants.
   - Pass out a sheet of newsprint and a marker to each group.
   - Give them about 30 minutes to complete this task.

10. When they have completed their tasks, reassemble the large group and ask the reporters to share the results of their small group discussions.

11. Help the participants summarize their presentations by asking them the following questions (record their summary statements on previously prepared newsprint):

   - Are there any similarities in the lists from the different groups? What are they?
   - What are the types of information best suited for a resource center?
   - Who are the primary users of a resource center?
   - What are the main purposes of a resource center?
   - What are the main functions of a resource center?

12. Distribute the Incountry Resource Center Procedures Manual and refer the participants to the sections on the Purpose and Functions of an IRC in the section entitled, "What's an Incountry Resource Center?"

    - o Explain that these sections of the Procedures Manual represent a summary of ideas from many sources.

    - o If the participants have thought of different purposes and functions, encourage them to add their ideas to the Procedures Manual while you make notes of their contributions.

Trainer Note

> It is important that participants don't feel that they have just wasted their time responding to a question when you already had written material on the subject. Please be sure that you offer the handouts in a manner which supplements and perhaps summarizes their ideas, and not as a correction of their efforts. That is why it's important to add their ideas to the existing handout.

    - o Ask the participants to have their copies of the Procedures Manual at all sessions of the workshop.

13. Thank the group for their participation and say that after lunch, we'll focus on our own IRC's and how ICE can help.

    - o In preparation for that session, ask those participants with existing IRC's to be ready to make a brief presentation about their centers during the first part of the afternoon. (Participants from the same country may make a "team" presentation.)

    - o Post the newsprint with the outline of points to be covered and ask the presenters to prepare accordingly. Answer questions as necessary.

14. During lunch, check to see if the Names and Addresses list is ready for distribution.

LUNCH (as decided)

SESSION 2A: WHERE ARE WE AND WHERE DO WE WANT TO GO?

TIME: 1½ HOURS

GOALS:

To help the participants:

1. Know how to establish and maintain an Incountry Resource Center that is appropriate to a specific country's needs;

2. Share information about their Incountry Resource Centers; and

3. Write and evaluate an action plan for developing/expanding/improving an Incountry Resource Center.

OVERVIEW:
With this session, the participants turn from considering Incountry Resource Centers in general to assessing their own IRC's. Those participants with existing centers are asked to assess the strengths and weaknesses of their IRC's and to think about resources and constraints. They also begin to consider what aspects of their existing IRC's they might improve. Those participants who do not yet have IRC's are given the opportunity to consider resources and constraints within their own situation which will affect their ability to establish an IRC. These participants also think about how they will start to make their IRC's a reality. The "beginning" participants have an opportunity to learn from their more experienced colleagues as they consider their own needs. Throughout the session, participants are laying the groundwork for the action plans they will develop during Sessions 6B and 7A.

OBJECTIVES:

By the end of this session, participants should be able to:

1. Assess the strengths and weaknesses of their own existing Incountry Resource Centers;

2. Assess the resources and constraints affecting their plans to establish/expand/improve their centers; and

3. Begin to define areas needing improvement in their existing IRC's or priorities of needs for establishing their own new IRC'S.

TRAINER PREPARATION:

1. Read the session material several times and make any notes that will be helpful during the actual training session.

2. Have sufficient copies of the following handouts to distribute to each participant (see Handouts section for for master copies):

   o Handout 1: Where Are You with Your Existing IRC?

   o Handout 2: Where Are You with Your Plans for a New IRC?

   o Handout 3: Where Do You Want to Go with Your Existing IRC?

   o Handout 4: Where Do You Want to Go with Your New IRC?

3. Prepare the following on newsprint:

   o Agenda for the session (See # 3 of Session.)

   o Blank newsprint headed "Best Ideas"

4. Review the Incountry Resource Center Procedures Manual in order to be ready for any questions that might come up.

MATERIALS:

1. Newsprint, tape, magic markers (about 30)

2. Outline of discussion points for individual presentations as previously posted at end of Session 1B.

3. Set of 3x5 cards

4. Sufficient copies of handouts, as listed above

5. Sufficient numbers of at least two sample Incountry Resource Center manuals from different Peace Corps countries so that everyone has at least one copy of one sample manual and preferably one copy of both samples.

6. Prepared newsprint sheets as listed above

PROCEDURES:

Climate Setting (10 minutes)

1. Welcome everyone back from lunch and chat for a few moments about what they did, where they went, etc.

2. Distribute copies of the list of names and addresses prepared from their handwritten lists that morning.

3. Post and discuss the agenda for the session:

   - o To share information about existing IRC's
   - o To assess strengths and weaknesses of your existing IRC or to describe the current status of your new IRC
   - o To assess resources and constraints in your situation
   - o To think about what we need to know in order to do what we want to do

Individual Presentations: Existing IRC's (30 minutes)

4. Remind the group that you had asked those participants with existing IRC's to prepare brief presentations about their IRC's, using the outline of topics previously posted at the end of Session 1B. Those discussion points are:

   - o When was your IRC established?
   - o Describe the physical facilities (Include floor plans and pictures if you have them.)
   - o How is your IRC staffed?
   - o How many users of what types?
   - o Main lessons learned in establishing your IRC.

5. Ask those participants to make their presentations and to respond to questions from the group. (Participants from the same country may make a "team" presentation.)

6. If participants have brought floor plans, pictures, etc., help them post these on the wall where everyone can refer to them during the course of the workshop. It is recommended that these not be passed around at this time because of potential loss, confusion, etc. Make sure that any wall displays are labeled in terms of country, etc.

7. Facilitate this process as necessary.

Trainer Note

If there are too many participants with existing IRC's to allow for this activity to take place within the allotted 30 minutes, you could run this exercise with two or more small groups.

Individual Activity: Assessing Your IRC (15 minutes)

8. When the presentations are completed, thank the presenters and make a transitional remark about turning from description of existing IRC's to analysis of where we are and where we're going, whether we already have an IRC or want to start a new one.

9. Pass out Handouts 1 (Where Are You with Your Existing Incountry Resource Center?) and 3 (Where do you want to go with Your Existing Incountry Resource Center?) to those participants who already have IRC's.

10. Pass out Handouts 2 (Where Are You with Your Plans for a New Incountry Resource Center?) and 4 (Where Do You Want to go with Your New Incountry Resource Center?) to those who are in the process of starting -- or considering starting - a new IRC.

11. Ask the participants to spend about 15 minutes filling out first Handouts 1 and 2, then Handouts 3 and 4. Respond to questions as necessary.

Small Group Activity: Sharing Assessments (30 minutes)

12. When 15 minutes have passed, divide the participants into small groups of 5-8.

    o Each group should contain participants with existing IRC's and participants who are establishing (or hoping to start) new IRC's.

13. Ask the participants in each group to share their assessments with one another.

    o Encourage the participants to learn from one another by taking note of others' ideas and by sharing constructive feedback.

14. Pass out a 3x5 card to each participant and ask the participants to jot down the best ideas that they learn from one another during this exercise, either through the sharing of assessments or through the feedback. Tell the participants that they'll be posting these cards for everyone to see at the end of the session, so that we can all benefit from what happened in each small group meeting.

Closure (5 minutes)

15. When the 30 minutes have passed, ask the participants to post their "best idea" cards on the previously prepared newsprint in the main training room so that everyone can see all the best ideas.

Trainer Note

The above exercises help the participants begin thinking about their own information services and focusing on what they need to learn to develop effective In-country Resource Centers. These exercises will help prepare them for the more technical presentation which follows in Session 2B.

In addition, they will have identified and shared ideas about the strengths of their information services and about how they might improve such services. This experience should help them realize that all information services, regardless of how good, can be improved.

Once you have information on their expectations for this workshop (generated in the Session 1A) and on their ideas for improving their current information services, you should adjust the remainder of the workshop in accordance with these identified needs. You may want to strengthen, add, or delete topics, depending on what you have learned about the participants' needs so far.

16. Pass out copies of the Incountry Resource Center manuals from existing IRC's to the participants for their reference.

Trainer Note

> Depending upon the logistics of the training center, it is not necessary to bring the participants back to the large group setting to conduct the two above activities. You might do it by going to each of the small groups, if they are in, or near, the main training room.

17. Thank the participants for sharing their assessments with each other and invite them to the coffee/tea break.

BREAK (30 minutes)

SESSION 2B: HOW CAN ICE HELP?

TIME: 1½ HOURS

GOALS:

To help participants:

1. Develop an understanding of, and appreciation for, Incountry Resource Centers and their importance in the Peace Corps information network;

2. Understand the development information needs that can be fulfilled through an Incountry Resource Center.

OVERVIEW:

This session is designed to provide participants with an overview of how an Office of Information Collection and Exchange (ICE) can help them in their efforts to establish, expand or improve their IRC's. Therefore, the main training role in this session is taken by the ICE representative who gives a lecturette, distributes appropriate materials and responds to questions from the participants. Care should be taken to ensure that answers to questions are also sought from the participants. A significant amount of time is allotted for question-and-answer sequence so the workshop can continue to focus on the participants' needs. The previous session should have helped the participants focus their needs for information so that the question-and-answer sequence is lively and to the point.

OBJECTIVES:

By the end of this session, participants should be able to:

1. Discuss the Peace Corps information network and the role of the Office of Information Collection and Exchange (ICE) in that network;

2. Describe ICE services for Volunteers and for Incountry Resource Centers.

TRAINER PREPARATION:

1. Read the session material several times making any notes that will be helpful during the training session.

2. Have enough copies of the following materials to pass out to each participant:

   o Core Collection Reference

   o Free and Reduced Rate Magazine List

   o Periodicals Distributed by ICE

   o Reprint of ICE ALMANAC article on ICE history

   o Suggested Titles for an Overseas Peace Corps Office Reference Library

   o Whole ICE Catalog

   o Other ICE-related materials as identified as useful to topic as long as they are not being distributed during another session (e.g., the IRC Procedures Manual will have been distributed during Session 1B).

3. Prepare the following on newsprint:

   o Agenda for the session (see #2 of session).

MATERIALS:

1. Newsprint, tape, magic markers (about 30)

2. Sufficient copies of materials as described above

3. Prepared newsprint sheets as listed above

PROCEDURES:

Trainer Note

> **The ICE representative should take the lead role in this session, with the trainer only stepping in to facilitate as necessary.**

Climate Setting (5 minutes)

1. Welcome the participants back from the break and make a transitional remark about moving from looking at our own IRC's to looking at how ICE can help.

2. Post and discuss the agenda for the session:

   - To discuss the Peace Corps information network and ICE's role in that network
   - To discuss ICE services to Volunteers and IRC's
   - To respond to participants' questions about how ICE can help

3. Encourage participants to refer to the handouts they completed during the previous session, especially the questions about what they feel they need to know. Explain that this is one of their chances to find out.

Lecturette: Background on ICE (20 minutes)

4. Provide an overview of the Peace Corps information network and ICE by covering the following topics:

   - The Peace Corps information network
   - What is ICE?
   - When was ICE established?
   - Some historic ICE milestones
   - Current ICE services
     - To PCV's
     - To IRC's
   - Future plans

5. At appropriate points during the lecturette, distribute the following:

   - Core Collection Reference
   - Free and Reduced Rate Magazine List
   - Periodicals Distributed by ICE
   - Reprint of ICE ALMANAC article on history of ICE
   - Suggested Titles for an Overseas Peace Corps Office Reference Library
   - Whole ICE Catalog
   - Other materials relevant to the topic, as necessary

   Ask the participants to keep these materials and the previously distributed IRC Procedures Manual at the training site for reference during future sessions.

Large Group Discussion: Questions and Answers (40 minutes)

6. Open the floor to questions and encourage the participants to share their own answers. Where appropriate, respond to questions. This should be a free and easy sharing of questions and answers with everyone participating.

Trainer Note

Here is where the trainer might provide some group facilitation, as needed. Make sure everyone has an opportunity to speak, etc. Ensure that both questions and answers are clear and understood. However, a word of caution, also: leave the group to function on its own unless it is clear that some facilitation is called for.

The following activity, Preparation for the Field Trip, may be conducted by either the ICE representative or the trainer, as the two people desire.

Individual Activity: Preparation for Field Trip (15 minutes)

7. Make a transitional statement about moving from a discussion of ICE to visiting and experiencing an existing IRC.

Trainer Note

> If possible, you should arrange a field trip to a local Peace Corps incountry resource center as the focal point of the learning activities for the next day. Details of how this session should be organized are in the section of this training manual under that title. If you are having a field trip as part of this workshop, please prepare the participants to make the best use of that learning experience by conducting the following activities during Session 2B.

8. Explain that tomorrow we're going on a field trip to the local Peace Corps Incountry Resource Center, where we'll have an opportunity to:

   - Study how they designed their center to meet space and equipment needs
   - Study their acquisition system
   - Study their classification and cataloging system
   - Study their access and retrieval system
   - Study how they manage their center

9. In addition, we'll also have some exercises at the center, including:

   - Locating documents
   - Interacting with users
   - Classifying documents

10. Ask each participant to make a list of up to five personal objectives that he or she would like to accomplish during the field trip; e.g.,

    - Discover how they handle overdue and lost materials
    - Discover why the resource center is located where it is
    - Discover how they get funds
    - Discover what they consider their biggest problems or constraints
    - Discover what success they have had with getting non-ICE materials

11. Encourage the participants to come up with their own personal objectives, not some generic issues. If time permits, ask participants to share their objectives in order to give each other ideas.

12. Ask the participants to bring their list of personal objectives with them on the field trip tomorrow, so they can make sure that their own needs are met during the visit.

Trainer Note

> If they will not be going on a field trip but will instead have the alternate learning activities, ask them to bring the same objectives to that session.

13. If you will be conducting Session 4B (Classifying Documents) at the field trip site, ask the participants to bring their IRC Procedures Manual to the site.

14. Review the logistics of the trip, including items like:

    - Location of the resource center
    - Transportation to and from the resource center
    - Location of lunch, if different from today
    - Other items as necessitated by the trip plans

Trainer Note

You have the option to schedule informal "bull sessions" in the evenings, during which participants can discuss session issues in greater detail or raise new issues for discussion. If you choose this option, you should schedule this evening's bull session before leaving.

SESSION 3A: EXAMPLE(S) OF INCOUNTRY RESOURCE CENTER(S)

OPTIONS: VISITING AN EXISTING IRC or SHOW and TELL -- MY IRC

TIME: 1½ HOURS

GOALS:

To help participants:

1. Develop an understanding of and appreciation for Peace Corps Incountry Resource Centers;
2. Share information about their Incountry Resource Centers; and
3. Analyze an operating Peace Corps Incountry Resource Center in terms of ideas which can be adopted, adapted or created.

OVERVIEW:

This session is designed to give participants an overview of what a typical Peace Corps incountry resource center looks like and how it functions from the viewpoints of both staff and users. The session may be conducted in one of two ways:

as a structured field trip (recommended)

as a session in the training center (alternate).

The option of a structured field trip to an existing resource center is recommended, if such a center is available near the training site. This option is preferred because it gives participants a real-world, hands-on experience of an incountry resource center. This experience will provide a useful background for the activities of Sessions 3B, 4A and 4C, which follow.

Trainer Note

It is suggested that Sessions 3B, 4A and 4C also be conducted at the Incountry Resource Center, if possible. This will allow the learning activities of these sessions also to be in a real-life situation.

Alternatively, the field trip might be conducted at a local library or other local information service center. A local Incountry Resource Center or other library-type facility may not always be available for the workshop, so alternative learning activities have been developed for conduct at the training center. These activities will provide an acceptable background for Sessions 3B, 4A and 4B, although not as immediate and experiential as the field trip.

The field trip is termed "structured" because it is more than a tour of the facility. Resource center staff will be asked to give demonstrations of different aspects of the center, and participants will have prepared their own learning objectives for the visit. Ideally, Sessions 3B, 4A and 4B will also take place at the center. During 3B, each participant will have an individual assignment to accomplish while at the center. During Session 4A, participants will role-play and analyze a situation in which an IRC manager is asked for help by two different types of users. During Session 4B, participants will work in teams to practice classifying documents, using the ICE system.

If the option of a structured field trip is chosen, advance preparation with the staff of the Incountry Resource Center will be necessary, say, as described under Trainer preparation for Session 3A.

Likewise, if the alternative learning activities are chosen, it will also be necessary to do advance preparation with other parties, as described under Trainer Preparation for the alternative activities.

Regardless of which option for this Session is chosen, the learning activities should provide a change of pace and type of experience for the participants in addition to giving them one or more real-world examples on which to base their continued learning during the workshop.

OBJECTIVES:

1. To achieve a list of personal learning objectives developed in preparation for the structured field trip;

2. To analyze the physical arrangements of an existing Incountry Resource Center in terms of ideas which could be adopted, adapted or created;

3. To analyze the acquisition system of an existing Incountry Resource Center in terms of ideas which could be adopted, adapted or created;

4. To analyze the classification and cataloging system of an existing Incountry Resource Center in terms of ideas which could be adopted, adapted or created;

5. To analyze the access and retrieval system of an existing Incountry Resource Center in terms of ideas which could adopted, adapted or created;

6. To analyze the system maintenance of an existing Incountry Resource Center in terms of ideas which could be adopted, adapted or created.

RECOMMENDED OPTION: VISITING AN EXISTING IRC

TRAINER PREPARATION:

1. Read the session material several times and make any notes that will be helpful during the actual training session.

2. At least a week in advance of the workshop, arrange with the local resource center staff to conduct a structured field trip to their facility, covering the following points:

   - The purpose of the field trip is to help participants experience a real Incountry Resource Center.

   - Date, time and duration of the field trip

   - Resource Center staff would be expected to interact with the workshop participants

     - conducting a tour of the physical facilities;

     - demonstrating and discussing the center's acquisition system;

     - demonstrating and discussing the center's classification and cataloging system;

     - demonstrating and discussing the center's access and retrieval system;

     - demonstrating and discussing how they maintain their system;

     - distributing any user guidelines, resource center manuals or other materials unique to their center which might help the participants achieve the objectives of this session.

   - There will be a lot of discussion during the visit which could be disruptive to the normal operations of the center; therefore, how would the staff like to deal with this potential difficulty; e.g. provide a separate meeting room, close the center to users during that session, not take any special action.

- Ideally, the entire day's training should take place in the Resource Center, so that participants can have a "real-world" experience for the simulations, role plays and learning games which are the focus of Sessions 3B, 4A and 4B.

- During Session 3B, participants will be asked to complete assignments in the Resource Center, locating documents and information on specific topics. Go over the Assignment Sheets (See Handout section for Session 3A) with the staff and explain that it is not necessary for every item on the Assignment Sheets to be in the Incountry Resource Center. One goal of the exercise is to help participants analyze how to decide what documents are necessary for an Incountry Resource Center.

- During Session 4A, participants will role-play a situation in which the IRC manager attempts to help two different types of users. Give a brief overview of the session to IRC staff, explaining that some documents will be removed from the shelves during the role play and asking the staff how they would like to ensure that these documents are properly reshelved.

- During Session 4B, participants will practice classifying documents. If these documents have been brought from Washington, make sure the IRC staff knows that their documents will not be disturbed during this session. If you plan to use documents from the local IRC, select these documents in advance with the staff and work out how the documents will be reshelved after the session.

- Each participant will have developed a list of personal learning objectives re establishing and running a resource center which he or she will want to accomplish during the visit; e.g.,

  - finding out how this resource center handles overdue and lost materials;

  - finding out why the resource center is located where it is;

  - finding out how initial costs and operating expenses were/are funded;

  - finding out what this resource center staff considers the biggest problems or constraints;

  - finding out what success the staff have had with getting non-Peace Corps materials.

- Discussion with participants during the field trip will focus on ideas they can adopt/adapt/create, not on critiquing the resource center.

- Advice from the resource center staff on how you can organize a mid-session break with coffee/tea/juice, etc. (and lunch, if necessary).

3. At least a week in advance of the field trip, arrange for transportation and a mid-session break with coffee/tea/juice, etc. (and lunch, if necessary)

4. One week in advance of the field trip, make sure everything is ready for the field trip

   - Resource center staff and facilities

   - Transportation

   - Coffee/tea break (and lunch, if appropriate)

5. One or two days before the field trip, call everyone involved to make sure there are no problems, etc.

6. Make sure everyone involved knows how to get in touch with you or your assistant if they need to.

7. Prepare in advance a copy of the session agenda (See #7 in the session description) and bring it to the field trip site.

8. If you are going to conduct Sessions 3B, 4A, and 4B at the resource center, please prepare for them accordingly.

MATERIALS:

1. Enough copies of the materials to be distributed by the In-country Resource Center; e.g., guidelines, resource center manual, etc.

2. Newsprint sheets, as listed above

3. Materials needed for Sessions 3B, 4A, and 4B, if you will be conducting them at the field trip site

PROCEDURES:

Before Departure (10 minutes)

1. Welcome people as they arrive at the training site for transport to the resource center (or at the resource center if they have come there on their own).

2. Make sure everyone has brought an IRC Procedures Manual (if you are going to conduct session 4B at the field trip site) and his/her personal learning objectives.

3. Ask if there are any questions about the field trip or other matters pertaining to the workshop. Respond as necessary.

4. Make sure you have with you sufficient copies of the materials for Sessions 3B, 4A and 4B if they will be conducted at the local IRC. (See session descriptions for materials lists.) Be sure to also bring the appropriate newsprint copies of the agendas, depending on which sessions will be at the IRC.

Climate Setting at the Resource Center (10 minutes)

5. Introduce the resource center staff and make a few remarks of gratitude to them for hosting the field trip.

6. Ask the participants to quickly introduce themselves in terms of name, country, and job title.

7. Quickly review the agenda for the field trip, using the previously prepared newsprint list:

   - A tour of the physical facilities
   - Demonstration and discussion of the acquisition system
   - Demonstration and discussion of the classification and cataloging system
   - Demonstration and discussion of the access and retrieval system
   - Demonstration and discussion of how the system is maintained

   If the other sessions will be conducted at the field trip site, give a brief overview of the rest of the day's events.

Demonstration and Discussion: The Resource Center (80 minutes)

8. Assist the resource center staff in demonstrating and leading discussion on the topics to be addressed.

   - Make sure that the agenda is flowing smoothly with appropriate time alloted to each topic, etc.
   - Make sure the participants get to ask their questions; don't allow one or two participants to dominate the visit.
   - Make sure the break occurs about 90 minutes after arrival at the center.

9. When this activity has come to its conclusion, thank the staff for their hospitality and invite them to share your coffee/tea break, if appropriate.

BREAK (30 minutes)

ALTERNATE OPTION: SHOW and TELL -- MY IRC

TRAINER PREPARATION:

1. Read the session material several times and make any notes that will be helpful during the actual training session.

2. For the "Show and Tell" sequence:

   o Identify participant(s) who could discuss their resource centers in terms of

      - physical facilities
      - acquisition system
      - classification and cataloging system
      - access and retrieval system
      - system maintenance

   o Give the participant(s) as much advance notice as possible to prepare to discuss the above topics.

      - Ideally, ask them before they arrive for the training program, so they can bring needed materials
      - If this strategy is impossible, identify participants who can discuss their centers and ask for their assistance shortly after their arrival.

   o Provide support to the participant(s) as needed; e.g.

      - generating handouts
      - photocopying materials

3. For the sequence on discussion of sample manuals from existing Peace Corps Incountry Resource Centers:

   o Choose at least two sample manuals.

   o Distribute multiple copies of the manuals as described in Session II.

   o At the end of Session II, divide the participants into at least two groups.

- Assign different manuals to each group to be read in advance of Session III; e.g.,
  - Group 1: the Philippines manual
  - Group 2: the Moroccan manual
  - Group 3: the Costa Rican manual

4. Revise the personal objectives activity of Session II so that the participants are developing personal objectives for the alternate option of this session, not for a field trip; e.g.
   - To discover alternative ways of classifying documents
   - To learn how other resource centers have obtained funding
   - To learn how other resource centers acquire non-ICE materials
5. Prepare a sheet of newsprint with the agenda for the session. (See #2 of session description.)

MATERIALS:

1. Newsprint, tape, magic markers (about 30)
2. For the "Show and Tell" sequence - as needed by the participant(s) who will be making presentations and leading discussions.
3. For the study of manuals of existing resource centers
   - Sufficient numbers of sample Peace Corps Resource Center manuals (distributed during Session 2B)
4. Sheet of newsprint with the agenda.

PROCEDURES:

Climate Setting (5 minutes)

1. Welcome people back to the training site and chat with them for a few moments about what they did the previous evening.

2. Display and discuss the previously prepared newsprint sheet with the agenda:

   - Discuss some examples of existing Incountry Resource Centers;
   - Discover ideas for our own Incountry Resource Centers which we might adopt, adapt or create.

3. Introduce the participant(s) who will be making presentation(s) on Incountry Resource Center(s).

Presentation(s): Sample Incountry Resource Center(s) (30 minutes)

4. The participant(s) make presentation(s) on their Incountry Resource Centers, covering the following points:

   - physical facilities
   - acquisition system
   - classification and cataloging system
   - access and retrieval system
   - system maintenance

5. Assist the participants in the discussion by:

   - making sure that the agenda is flowing smoothly with appropriate time alloted to each topic, etc.
   - making sure the other participants get to ask their questions; don't allow one or two participants to dominate when asking their questions
   - encouraging all the participants to compare and contrast information if more than one center is being discussed

6. Thank the presenters when the discussion is over.

Trainer Note

These presentations are only superficially similar to those made in Session 2A. Whereas the previous presentations were short and covered predominantly background information, these presentations are more lengthy and deal with topics relating to the functioning of the resource centers.

Small Group Discussion: Sample Resource Centers (40 minutes)

7. Divide the participants into groups according to which manual they were assigned to read the previous evening.

8. Ask each group to analyze the resource center based on their reading of the manual in terms of as many of the following topics as they can:

   o physical facilities

   o acquisition system

   o classification and cataloging system

   o access and retreival system

   o system maintenance

9. Ask each group to identify ideas which they can adopt/adapt/create, based upon their study of the manual.

10. Ask each group to develop guidelines and suggestions for writing a resource center manual.

Trainer Note

During the previous exercise, one of the participants may have already made a presentation on one of the Incountry Resource Centers providing a manual for analysis in this exercise. If so, you have two alternatives:

- Have one group analyze the manual from that Incountry Resource Center while the participant from that center joins another group looking at a different manual. During the group reports, take particular care to ensure that feedback on the manuals is constructive; or

- Do not use the manual from this participant's Incountry Resource Center for this exercise.

Large Group Discussion: Reports and Summary (15 minutes)

11. Ask each group to give a short report of their discussion:

    - Best ideas for a resource center
    - Best ideas for a resource center manual

12. Lead a short summary discussion, as needed:

    - Similarities and differences in the groups' ideas
    - Ideas which might be incorporated in the participants' action plans

BREAK (30 minutes)

SESSION 3B: USING AN IRC

TIME: 1½ HOURS

GOALS:

To help participants:

1. Understand the development information needs that can be fulfilled through an Incountry Resource Center;

2. Analyze an operating Incountry Resource Center in terms of ideas which could be adopted, adapted or created; and

3. Share information about their Incountry Resource Centers.

OVERVIEW:

This session provides an opportunity for participants to have a hands-on experience of finding information typically requested by IRC users. Ideally, it should be conducted at an existing Incountry Resource Center or other information service as part of the field trip. In this sense, it is a continuation of Session 3A. In that session, participants listened to presentations by IRC staff about various topics, including physical layout, classification and cataloging. In this session, they demonstrate some understanding of these topics by seeking information for sample requests for assistance. Each participant receives an assignment sheet listing requests for information on specific topics and is asked to locate appropriate resources for those requests, using the documents available in the IRC. When all the participants have finished their assignments, there is a group discussion about appropriate resources for an IRC, helping IRC-users, and lessons learned for one's own IRC.

OBJECTIVES:

By the end of this session, participants will be able to:

1. Find appropriate listings in an IRC catalog and retrieve appropriate documents, given an assigned needs for specific information;

2. Consider alternative strategies for providing assistance to IRC users; and

3. Analyze an existing IRC in terms of ideas which could be adopted, adapted or created to make an IRC more "user-friendly."

Trainer Note

If you are unable to take the participants on a field trip to an existing IRC or to another type of resource center, this session can be conducted at the training site, using the Assignment Sheets provided and asking the participants to locate appropriate resources in the Whole ICE Catalog, Free and Reduced Rate Magazine-List, Suggested Titles for an Overseas Peace Corps Office Reference Library, and Periodicals Distributed by ICE. All of these references should have been distributed during previous sessions and would therefore be available to the participants for this exercise.

TRAINER PREPARATION:

1. Read the session material several times and make any notes that will be helpful during the actual training session.

2. Have enough copies of the set of

   - Assignment Sheet handouts

   so that every participant has one Assignment Sheet. (See Handouts section for master copies.) There are 10 different Assignment Sheets. If there are more than 10 participants, xerox extra copies so that, for example, more than one participant may have the same assignment. You may also want to make extra copies in case some participants finish before others; they can then do a second assignment. MAKE SURE TO TO BRING THESE ASSIGNMENT SHEETS TO THE FIELD TRIP SITE, if you are planning to conduct this session there.

3. Prepare in advance a newsprint copy of the agenda (see item 1 in the Session description) AND BRING IT TO THE FIELD TRIP SITE, if you are planning to conduct this session there.

MATERIALS:

1. Enough copies of the Assignment Sheets so that everyone has one Assignment Sheet, plus some extras for participants who work quickly.

2. Newsprint sheets, as listed above

PROCEDURES:

Individual Activity: Finding Information (60 minutes)

1. Welcome everybody back from the break and provide an overview of this activity, using the previously prepared agenda:

   - To seek documents at this IRC in response to user requests for information; and
   - To discuss what we learned from the exercise that might be useful in our own IRC's.

2. Distribute one Assignment Sheet to each participant and discuss the exercise:

   - We're going to work on identifying information resources.
   - Everyone will have an Assignment Sheet.
   - There are 10 different Assignment Sheets, so not everyone will have the same assignment.
   - Everyone will have approximately an hour to complete their assignments, and then we'll discuss what happened.
   - Each Assignment Sheet has a request for four different types of information and a request to see a specific resource which might be in a center.
   - Participants are to locate resources for each of the requests, identifying as many resources as possible.
   - Participants may use the IRC catalog to help identify resources for the requested information.
   - When they identify resources, participants should note the titles and how the titles were classified (i.e., under what subject). If no resources are identified, participants should make a note of that point for later discussion.
   - It is not necessary to take resources off the shelves and bring them back for discussion, but participants should go to the resources and examine them for the following purposes:
     - If the resource seems appropriate to the request, note its title and location.
     - If the resource seems inappropriate to the request, look at additional titles identified until all potential resources have been identified.

Trainer Note

If you are conducting this exercise at the training site, have the participants work with the Whole ICE Catalog and the Free and Reduced Rate Magazine List to identify resources. They should try to find as many resources listed in these documents as possible.

3. Ask if there are any questions about the exercise and respond as necessary.

Trainer Note

As the participants are working on their assignments, circulate around the room, offering assistance as needed. If a participant finishes his/her assignment early, you might give him/her another Assignment Sheet or ask the participant to help someone who seems to be having trouble.

Group Discussion: What Did We Learn? (30 minutes)

4. When the hour allotted to the exercise is over, invite the participants to return to the group and lead a discussion asking questions like:

   o What did you discover as you worked on your assignments?

   o Did any of you find that there was no resource listed for which you had a request?

      - What resource?

      - What should you do in such a case?

Trainer Note

Such an event may imply that the resource center should acquire such a resource. On the other hand, the request may be so unique that acquiring a resource or resources would not be advisable.

   o What should you do if the request is too broad or too vague? What kinds of questions might you ask to help focus in on the user's needs?

- Did you discover anything that you would like to adopt or adapt for your resource center?
- Did you discover anything that sparked an idea for something you might create for your resource center? If so, what?
- Were you able to meet your personal learning objectives during this session? If not, what do you still want to accomplish?

Trainer Note

If there are still unmet learning needs, try to assist the participants to meet their needs with the resources and staff present, by referral to another source of help, or during the remaining workshop sessions.

5. Tell the participants that they will be building on what they did during this session in Sessions 4A and 4B after lunch.
6. Thank everyone, staff and participants, for their endeavors.
7. Invite the resource center staff to join you for lunch, if that is appropriate.
8. Give directions for how to get to lunch as needed.
9. Remind the participants that they will be needing their copies of the Procedures Manual for Session 4B.

LUNCH (as decided)

SESSION 4A: HELPING IRC USERS

TIME: 1½ HOURS

GOALS :

To help participants to:

1. Understand the information needs that can be fulfilled through an Incountry Resource Center;

2. Know how to establish and maintain an Incountry Resource Center that is most appropriate to a specific country's needs; and

3. Share information about their Incountry Resource Centers.

OVERVIEW:

Sessions 4A and 4B will give the participants experiential understanding of some of the basics of managing and maintaining an incountry resource center. In this session, the focus will be upon helping IRC-users locate documents that address their needs. Participants are first asked to reflect upon what they think of in terms of poor and good service. They then participate as players or as observers in a role play involving an IRC manager and two Volunteers with requests for assistance. When the role play is finished, everyone has an opportunity to talk about what happened during the role play and what the events of the role play mean in terms of ideas for establishing and maintaining an Incountry Resource Center. Session 4A logically leads into Session 4B, wherein participants learn the basics of classifying documents for easy retrieval to meet information requests. Ideally, this session should be conducted while on the field trip at the existing IRC, so that the setting for the role play will be as realistic as possible. If it is not possible to conduct the role play at the IRC, it can be done at the training center by setting up a table, some documents, etc. to simulate an IRC.

OBJECTIVES:

By the end of this session, participants will be able to:

1. List appropriate behaviors for assisting resource center users;

2. Assist resource center users to locate requested information in a manner consistent with their own criteria for good service; and

3. Generate some guidelines for helping IRC-users.

TRAINER PREPARATION:

1. Read the session material several times making any notes that will be helpful during the actual training session.

2. Have enough copies of the following materials for each participant:

   o Resource Center Manager

   o Peace Corps Volunteer #1

   o Peace Corps Volunteer #2

   o Observers

3. Prepare an agenda for the session on a sheet of newsprint (see #3 of session description).

MATERIALS:

1. Newsprint, tape, magic markers (about 30)

2. Enough materials as described under "Trainer Preparation":

   o Role Play handouts

Lunch _____ (as decided)

PROCEDURES:

Climate Setting: (10 minutes)

1. Welcome everyone back from lunch.

2. Ask if there are any questions remaining from the Session 3B, and if so, respond and/or lead a discussion on the issues raised.

3. Display and discuss the agenda for this session:

   - Discussion: Helping IRC users
   - Role play: Helping IRC users
   - Discussing the role play in terms of
     - What happened?
     - What ideas for our own IRC's?

4. Ask if there are any questions about this agenda, and if so, respond accordingly.

Large Group Discussion: Helping Resource Center Users (20 Minutes)

5. Ask the participants to think about a recent situation when they were seeking some kind of service — perhaps at the post office or in a restaurant — and felt that the other person wasn't being helpful.

6. Then ask each participant to write down some words or phrases which characterize why that person seemed unhelpful.

7. When the participants have had a few moments to make their lists, invite them to share their analyses with the group.

Trainer Note

One good technique to ensure that everyone has an opportunity to share is to ask each person to name one item from his or her list before throwing the discussion open to the group as a whole. This allows the more shy to have an opportunity to talk and prevents the more talkative from dominating the conversation.

8. Write their contributions on a piece of newsprint under the heading, "Characteristics of Unhelpful Service."

9. When all the characteristics from all the participants have been listed, invite them to analyze the list in terms of the following:

   - Do you see any themes that run through this list?
   - Whose viewpoint is represented in this list? (Are we looking at the behaviors of the "helper" from the viewpoint of the one seeking assistance?)
   - Does this list have anything to say to us as we plan for the management of Incountry Resource Centers? What?

10. Invite the participants as a group to brainstorm another list, entitled "Characteristics of a Helpful Incountry Resource Center Manager from the User's Point of View", and write their contributions on newsprint.

11. Post the two sets of lists side by side and ask if anyone wants to make any summary statement about the two lists.

Role Play: Helping Resource Center Users (60 minutes)

12. Make a transitional statement like, "Let's try to put these guidelines for helpful Incountry Resource Center managers into practice by doing a role play."

13. Ask if participants have done role plays before. If a significant number of them have not, provide a brief overview of role plays:

   - Two or more volunteers take on the roles of people in a particular situation and try to act out what those people might do.
   - It's a little bit like a play with the actors "writing" their own dialog as they go along; it's an improvisation.
   - Often, one gets a written description of what one of the characters is like; e.g., anxious, rude, in a hurry, relaxed, etc. In these cases, it's important to try to act as you think someone who is anxious, etc. would act. Sometimes you don't act like yourself but like the role description. This is important to the success of the role play.

- Those who don't play roles observe the action and record their observations for the discussion afterwards.

- After the role play has lasted a certain amount of time, we stop role-playing and analyze what happened and what we learned from the activity, beginning with the insights of the players first and then the observers.

14. Ask if there are any questions about what a role play is, in general, and respond as necessary.

15. Tell the participants that you need three volunteers to play roles: two Peace Corps Volunteers and one Resource Center Manager. Everyone else will be an observer.

Trainer Note

> Alternatively, you may wish to assign the role play to groups of four: 1 observer, 2 Volunteers, and 1 IRC Manager. In this way, almost everyone can have an opportunity to learn from participating in the role play.

16. As the participants volunteer to play the roles, give each one the appropriate role description. (See "Handouts" section for master copy.)

Trainer Note

> It's important at this time that each player receive only his or her own role and that the observers not have copies of the roles until the discussion period which follows. If possible, it would be a good idea to have the players leave the room and prepare their roles in three separate locations (e.g., spaced out along a hallway or in different rooms) while you talk with the observers about their assignment.

17. Suggest that the players read their roles and make any notes to themselves that they feel they need to help them play their roles.

18. Tell the players that they must not confer in advance about how they will play the scene.

19. While the players are preparing their roles, distribute the Observers' instructions (see Handouts section for master copy) and ask if there are any questions. If so, respond appropriately.

20. If you are conducting this exercise at the training site, arrange a table and chair to represent the desk of the resource center manager. Make sure that the "stage" is arranged so that the observers can see it easily.

21. Invite the players to return and show them where the role play will take place (either at the appropriate place in the IRC or in the simulated "set" at the training site).

22. Ask the player who will be Peace Corps Volunteer #2 to sit with you until you give him or her the sign to enter the role play.

23. Ask the players if they have any questions and respond as needed.

24. Invite the Resource Center Manager to be seated and Peace Corps Volunteer #1 to come in after a second or two and to begin the role play.

25. After the Resource Center Manager has had an opportunity to help Peace Corps Volunteer #1 to clarify what he/she needs and to start to be responsive to those needs, cue Peace Corps Volunteer #2 to enter and interrupt the process with his/her own demands. This might occur 3-5 minutes after the start of the role play.

26. Let the role play continue for 20-30 minutes, stopping when the Manager seems to have sorted out everyone's needs and responded accordingly. If such a resolution does not occur, stop anyway after 20-30 minutes and begin processing the role play.

27. To begin processing the role play, ask the players to stop playing their roles and to describe for everyone what happened from their points of view.

Trainer Note

> It is likely that each of the three players will have a different perspective on what happened. This is not only appropriate but useful to the learning experience. You should try to reduce any sense of conflict by encouraging the players to describe what happened and how they felt about what happened, but not to say that one of the other players was wrong or made a mistake. In addition, the players should refer to the other players in terms of their roles and not by their own names. For example, a comment might be, "When the Manager started to pay attention to the other Volunteer in the middle of our conversation, it made me feel like she/he didn't really want to help me."

28. Write their observations on newsprint so that you can later return to these points when developing strategies or guidelines for similar situations.

29. When the players have had a chance to describe what happened, invite the observers to share their insights, following guidelines similar to those described for the players under the Trainer Notes, above, and following their handout format.

30. Write the observers' points on newsprint for later reference.

31. When all the observations have been recorded, ask the participants what lessons they might draw from this role play and write their ideas on newsprint.

32. As it becomes appropriate during the discussion, ask the participants to generate guidelines for how Resource Center Managers should work with users, covering such points as:

    - How much of what kinds of assistance should the Resource Center Manager give; e.g., should we get the documents for the users or help them figure out how to do it for themselves?
    - How do we set priorities; e.g., the Volunteer who seems to have all day vs. the Volunteer who legitimately needs immediate assistance?
    - How should we deal with rudeness on the part of users?
    - Other points as appropriate to the role play.

33. Write these guidelines on newsprint and encourage the participants to make copies for use in developing their action plans.

BREAK (30 minutes)

SESSION 4B: CLASSIFYING DOCUMENTS

TIME: 1½ HOURS

GOALS:

To help participants:

1. Understand the information needs that can be fulfilled through an Incountry Resource Center;

2. Know how to establish and maintain an Incountry Resource Center that is appropriate to a specific country's needs; and

3. Share information about their Incountry Resource Centers.

OVERVIEW:

During this session, participants get hands-on experience in classifying documents. The purpose of the session is to give participants an idea of some of the basic considerations in classification of documents. They will be introduced to basic procedures and the ICE classification system. Through participation in an activity, they will have opportunity to practice the primary skills, using actual ICE documents. It is recommended that the ICE representative conduct this exercise because she or he is likely to have the specialized knowledge necessary to a successful session.

OBJECTIVES:

By the end of this session, participants will be able to:

1. Classify documents according to the ICE classification scheme;

2. Solve common problems that arise during cataloging; and

3. Take some basic decisions about how they will classify their own documents or improve their current classification system.

TRAINER PREPARATION:

1. Read the session material several times making any notes that will be helpful during the actual training session.

2. Have enough copies of the following materials for the classification activity:

   - Two documents that are easy to classify; e.g., Health: The Human Factor, Swine Science, or How To Build an Oil Drum Stove;

   - Two periodicals; e.g., VITA News, Diarrhoea Dialogue or Finance and Development;

   - Two documents which have many subjects under one title; e.g., Remote Areas Development Manual or Accelerated Development in Sub-Saharan Africa;

   - Two documents which could logically be classified under two or more subjects; e.g., Simple Technologies for Women in Bangladesh, Water and Human Health, or Food or Fuel: New Competition for the World's Cropland;

   - Two documents generated from the field, one of which has been added to the ICE collection and one of which has been rejected;

   - Two documents which would be inappropriate for an incountry resource center; e.g., an old farm catalog (outdated information), materials on U.S. male-female relationships at the office (likely to be culturally inappropriate), or an infant nutrition booklet featuring specific products available in the States.

3. Prepare an agenda for the session on a sheet of newsprint (see #2 of the session description).

4. Review the section on "Classifying and Cataloging Resources" and Appendix I in the Incountry Resource Center Procedures Manual until you feel confident that you can answer questions about the topic.

5. Select a document which you can use to make the various teaching points for the sequence on classification and cataloging. This document should not be one of the ones that the teams use in the activity.

MATERIALS:

1. Newsprint, tape, magic markers (about 30)

2. The documents for the classification activity, as listed above

3. A box or bag of hard candies, a bunch of bananas, or any other items which can be distributed to all the participants during the classification game. You will need at least 6 candies (or whatever you choose) per participant.

PROCEDURES:

Climate Setting (5 minutes)

1. Welcome everyone back from the break and chat for a few moments about any topic or questions that may have come up during the break.

2. Post and discuss the previously prepared agenda:

   - o Practice classifying documents
   - o Share information about how existing IRC's classify documents
   - o Discuss ideas for classifying that we might take back to our IRC's

3. Ask if there are any questions about the agenda and respond accordingly.

Activity: Classifying Documents (85 minutes)

4. Give a short lecturette, using a sample document (not one to be used in the activity) to illustrate these points:

   - o In classifying a document, we're deciding what it's about, what the subject is.
   - o To do that, we look at the title, the table of contents, summaries of the chapters or of the book, etc.
   - o In cataloging the document, the ICE system lists it by title and by subject. Many other systems also list an item by author, and this is an option for any Incountry Resource Center.

5. Tell them we're going to do an activity with two teams.

6. Each team will be given documents to classify, using the ICE classification scheme in Appendix I of the Incountry Resource Center Procedures Manual.

7. Ask the participants to turn to Appendix I in their Procedures Manuals. Give a brief review of the ICE classification scheme:

- The primary headings, or sector codes
  - A. Agriculture
  - B. Fisheries
  - C. Water and Sanitation
  - D. Energy
  - E. Forestry/Conservation
  - F. Health/Nutrition
  - G. Education
  - H. Community Development
  - I. Women in Development
  - J. Small Business/Cooperatives
  - K. Appropriate Technology
  - L. Housing
  - M. Home Extension
  - N. Special Education
  - P. Population Issues
  - Q. Disaster Preparedness
  - T. Training/Programming

- Note that the sector codes are not in alphabetical order and that the letter for each is not necessarily the same as the initial letter of the heading (e.g., A. Agriculture, F. Health/Nutrition).

- Each sector code is further divided into major categories, each major category identified with a four digit code; e.g., the first page of "Agriculture."

- o These sector codes are further divided into main and subcategories, as shown on the first page of "Agriculture."

- o This classification scheme is described in detail in the Procedures Manual under "Classifying and Cataloging a Resource."

- o This is only one classification scheme. There are many others (e.g., the Dewey Decimal System which most of us experienced at college). The ICE system is specific to Peace Corps program-related technical information. It was designed for ease of use in accessing the kind of technical information needed by Peace Corps Volunteers, staff and other development workers.

- o Any classification scheme may be used in the Incountry Resource Centers, as long as it is consistent.

- o During the activity, however, we'll use the ICE classification scheme.

8. For the purposes of the activity, it will not be necessary to use the entire classification scheme, including both numbers and subject or category labels.

   - o Each group will focus on classifying documents by sector or category, not by numbers.

   - o For example, a team will try to decide if a document goes under "Agriculture," and if so, under what main category and/or subcategory.

9. Invite the participants to look over Appendix I and to ask questions if they need to, responding as appropriate.

Trainer Note

You may want to use your own sample document to illustrate some of the points in classifying. It is not necessary or appropriate at this point to go into great detail about the number system. Encourage participants to stay focused on just that information which they will need to play the game.

10. When participants seem able to classify the first, easily classified document, divide them into two teams and give each team a different, easily classified document.

11. Ask each team to classify its document, using the subcategory level, if possible. Tell them they have about 5 minutes to accomplish this task.

12. When both teams are ready, ask them to describe how they classified the document:

    - Under what category or subcategory
    - How the decision was taken

13. If the document was classified appropriately, everyone on the team wins a "prize", i.e., a piece of candy, a banana, etc. Prizes are not awarded for being first, but for being "right." Thus, everyone could win a prize for every round of the game.

Trainer Note

> The two teams may classify a given document differently and yet still appropriately. You may have to be the final arbiter, in a given instance, of what constitutes an appropriate classification, based upon your understanding of classification from the Incountry Resource Center Procedures Manual and the Whole ICE Catalog.

14. Reinforce the following teaching points, as appropriate:

    - First, decide what subject the document goes under; e.g., Agriculture, Water/Sanitation, Energy, etc.
    - Second, decide what category the document goes under; e.g., Agriculture: Crops; Water/Sanitation: Wells; Energy: Solar Energy.
    - Finally, decide what subcategory the document goes under; e.g., Energy - Solar Energy - Greenhouses.

15. Give each team one of the two periodicals which you have previously chosen and ask them to take about 5 minutes and classify these documents.

16. When both teams are ready, ask them to describe how they classified the document:

    o Under what category or subcategory

    o How the decision was taken

17. Award team members with correct classifications as described above.

18. Review the following teaching points:

    o All issues of a periodical may be classified by the periodical title; e.g., all issues of VITA may be classified under "Appropriate Technology"; or

    o Separate issues of a periodical may be classified according to the featured subject of that issue; e.g. a VITA issue on energy may be classified under "Energy."

    o The important thing is to be consistent; to always use the same classification scheme.

19. Give each team a different document which has many subjects under one title and ask them to spend about 5 minutes classifying these documents.

20. When both teams are ready, ask them to describe how they classified the document:

    o Under what category or subcategory

    o How the decision was taken

21. Pass out an award to each member of a team with an appropriate classification.

22. Review the following teaching points:

    o Sometimes it's hard to figure out what subject a document goes under because it contains many subjects.

    o In such cases, one should choose the most prominent, or perhaps the first, subject covered and cross-reference the document in the catalog.

    o Use one of the documents from the activity to show how this would be done.

23. Give the teams two different documents which could be logically classified under two or more subjects and ask them to classify their documents within the next 5 minutes.

24. When both teams are ready, ask them to describe how they classified their documents:

    o Under what category or subcategory

    o How the decision was taken

25. Pass out an award to each member of a team with an appropriate classification.

26. Review the following teaching points:

    o This example is similar to the previous one in that the document should be classified under one subject and cross-referenced under all other appropriate ones.

    o Use one of the documents from the activity to show how this would be done.

27. Give the teams two different documents which were generated from the field by Peace Corps Volunteers and ask them to spend the next five minutes making three decisions:

    o Should this document be added to the Incountry Resource Center? Why or why not?

    o How would you classify these documents?

    o Should this document be forwarded to ICE to be added to this ICE collection? Why or why not?

28. When both teams are ready, ask them to relate their decisions and their reasons for those decisions.

29. Pass out an award to each team member of a team with appropriate answers.

30. Review the following teaching points:

    o Each Incountry Resource Center should develop a policy about materials generated by Volunteers -- whether all such documents should be included in the collection or whether criteria should be set up to screen them. There are advantages and disadvantages to both approaches. (Time permitting, you may wish to ask the participants to brainstorm the pros and cons of both approaches.)

- Guidelines for submission of field-generated materials to ICE —
  - Most of the document must be original material;
  - Non-original material must be properly cited and documented in footnotes or bibliography;
  - Document must be relevant to <u>at least</u> the regional level;
  - Document must be legible, coherent and complete; preferably typed double-spaced, with one-inch margins;
  - Subject matter of document should deal primarily with technical, how-to procedures rather than an historical or strictly cultural treatment of a topic.
  - Document should contain author's name, country, date and other relevant information.

Refer participants to the section on "Submission of Field-Generated Materials to ICE" for more detail on this topic.

31. Ask them if they have any questions about what has been covered so far and respond as necessary.

32. As a final exercise, give each team one of the documents which would be inappropriate for an incountry resource center.
    - Tell them these documents were among those in a set of documents donated to the resource center by a retiring AID official.
    - Ask them to look over the documents and say whether or not they would add them to the collection and why or why not.
    - If they decide to add them to the collection, how would they classify them?

33. When both the teams are ready, ask them to tell everyone what decision they took and their reasons for these decisions.

34. Award a prize to each member of a team which correctly decided <u>not</u> to add the documents to the collection.

35. Reinforce the following teaching points:

    - It's important to be thoughtful about what documents you add to the collection.
    - Documents which are out-of-date, culturally inappropriate, etc. should not be cataloged and added to the collection.
    - You may not want to add duplicate documents to the collection. (Alternatively, you might want to keep them around to give away when requests come in.)
    - Another option for certain documents (e.g. duplicates) is to give them to local schools, ministry resource centers, etc.
    - Regardless of what decisions you take about adding gift items to the collection, it's important to write the giver a thank you letter and to tell him or her what has become of the documents (and if necessary, why this decision was taken).

36. Ask the participants if there are any questions and respond accordingly.

37. Remind the participants that this has been a brief introduction to classifying and that specific details of numbering documents and other issues are covered in the Incountry Resource Center Procedures Manual.

38. Ask the participants if they want to have a bull session this evening, and if so, schedule time and place.

39. Tell the participants that tomorrow they will be working on their action plans and that they should bring all the materials which they have worked with so far.

Trainer Note

> Participants may want to work on designing floor plans for their Resource Centers during the evening. You might discuss this option with them before ending this session. If they do wish to do so, see the Workshop Manual section, "Optional Activity: Designing an IRC Floorplan" for guidelines on how to facilitate this activity.

SESSION 5A: HOW CAN WE GET THE RESOURCES WE NEED?

TIME: 1½ HOURS

GOALS:

To help participants:

1. Know how to establish and maintain an Incountry Resource Center that is appropriate to a specific country's needs; and

2. Share information about their Incountry Resource Centers.

OVERVIEW:

During Session 5A, participants explore what non-personnel resources they need to establish or improve their Incountry Resource Centers. These resources might be financial, informational, or material. (Session 5B will be devoted to personnel needs.) Participants begin by discussing problems and solutions in small groups, then come together to share their ideas. The trainer acts as a facilitator during this session, while the IRC representative is a resource of information, ideas and experience. This session is one of the sessions which directly prepares participants for writing their action plans, on which they will start later in the day, during Session 6B.

OBJECTIVES:

By the end of this session, participants will be able to:

1. Define common resource needs for establishing or improving IRC's;

2. Propose sources of support for IRC's; and

3. Select ideas for adoption or adaptation for their own IRC's.

TRAINER PREPARATION:

1. Read the session material several times making any notes that will be helpful during the actual training session.

2. Review the section in the IRC Procedures Manual of "Sources of Support."

3. Prepare the following on newsprint:

   - Agenda for the session (see #2 of session)
   - List of questions for small group discussion (see #4 of session)

4. Tear off about 10 sheets of newsprint to have ready to give small groups to summarize their discussions.

MATERIALS:

1. Newsprint, tape, magic markers (about 30)

2. Sufficient handouts for each participant, as listed above

3. Newsprint sheets, as listed above

PROCEDURES:

Climate Setting (5 minutes)

1. Welcome everyone to the start of a new day and chat for a few moments about what they did the previous evening.

2. Post and discuss the agenda for the session:

   - Meet in small groups to discuss how we can get the resources we need
   - Return to large group to share ideas

3. Ask if there are any questions about the agenda and respond as necessary.

Small Group Discussion: What Do We Need and How Can We Get It? (45 minutes)

4. Ask the participants to meet in small groups of 5-8 and to discuss the following questions, using the previously prepared newsprint list:

   - What resources do we need to establish or improve our IRC's?
     - Financial
     - Informational
     - Material (supplies/equipment)
     - Other
   - How can we get the resources we need?

Trainer Note

An alternative strategy would be to have each small group focus on only one type of needed resource (e.g., financial), so that each group has a different topic to discuss and report on.

5. Encourage the participants to think about resources in a number of categories (e.g., financial, informational, material, etc.) and to be creative about how to meet resource needs.

6. Explain that we'll be devoting the entire next session to staffing and management, so that we should concentrate during this session on non-personnel resources.

7. Ask each small group to select a reporter to share their ideas when everyone returns for the large group discussion.

8. Distribute two sheets of newsprint to each small group, one for summarizing the responses to each question.

9. Tell the groups they have about 40 minutes for their discussion.

10. Circulate among the groups as they are meeting in order to provide any necessary assistance.

Large Group Discussion: Sharing Our Ideas (40 minutes)

11. When 40 minutes are remaining in the session, invite the participants to return to the large group and to have their reporters share the ideas developed during the small group discussion.

12. Facilitate the reporting as needed.

13. When the small group reports are finished, refer the participants to the sections of the IRC Procedures Manual on "Space and Equipment", "Sources of Support", and "Acquisitions" and direct their attention in particular to the checklists in those sections.

14. Explain that this section is just a general summary and ask them what ideas which have been raised in this session should be added to this section of the Manual. Encourage participants to write in any additional ideas which were raised in the session but not in the manual.

15. Suggest that the participants check those sources which they are now using and perhaps consider additional sources which they are not now using.

16. Facilitate a discussion, as appropriate, of their responses to the this section of the Manual.

17. Thank the group for their participation and invite them to take coffee, tea, etc. during the break.

BREAK (30 minutes)

SESSION 5B: WHAT ABOUT STAFFING AND MANAGEMENT?

TIME: 1½ HOURS

GOALS:

To help participants:

1. Know how to establish and maintain an Incountry Resource Center that is appropriate to a specific country's needs; and

2. Share information about Incountry Resource Centers.

OVERVIEW:
Session 5B is a logical continuation of Session 5A. In that session, participants considered non-personnel resources needed for an IRC. In this session, they consider staffing and management. Having discussed their definitions of "management," the participants proceed to discuss the IRC manager's duties and staffing options. They then assess potential candidates for the position of IRC manager. The session closes with a general discussion of management issues according to the participants' needs and interests.

OBJECTIVES:

By the end of this session, participants will be able to:

1. Define "management" in terms relative to an IRC;

2. List the duties of an IRC manager;

3. Discuss staffing options for an IRC; and

4. Assess potential candidates for the position of IRC manager.

TRAINER PREPARATION:

1. Read the session material several times making any notes that will be helpful during the actual training session.

2. Review the section in the IRC Procedures Manual on "Staffing."

3. Have enough copies of the following handout to distribute to each participant (see Handouts section for master copies)

   - Handout 1: Desirable Personal Characteristics of a Resource Center Manager

4. Prepare the following on newsprint:

   - Agenda for the session (see #2 of session description)
   - Discussion questions for small groups (see #9 of session description)

5. Tear off 10 sheets of newsprint to have ready to give small groups for their activities.

MATERIALS:

1. Newsprint, tape, magic markers (30)

2. Sufficient handouts for each participant, as listed above

3. Newsprint sheets, as listed above

PROCEDURES:

Climate Setting (5 minutes)

1. Welcome everyone back from the break and briefly discuss any issues that came up during the break.

2. Post and discuss the agenda for the session:

   - Define "management" in the IRC context
   - Discuss the duties of an IRC manager
   - Discuss staffing options
   - Assess potential candidates for IRC manager

3. Respond to questions about the agenda as necessary.

Large Group Discussion: Management (10 minutes)

4. Ask the participants to take a few moments and write down what they think of when they hear the word, "management."

5. After a few moments, ask each participant to share one of his/her ideas and write their ideas on newsprint. If, after everyone has had a turn, there are still ideas which have not been mentioned, solicit these and write them down.

Trainer Note

> The purpose of this exercise is to get the participants to start thinking about what management is. Some dictionary definitions include: "the conducting and supervising of something", "judicious use of means to accomplish an end", "executive skill." It's important that participants share their own perceptions of this term so that you get an idea of their preconceptions in order to guide your conduct of this session. Conducting the exercise by having people first write and then share their ideas one-by-one ensures that those who are more quiet or shy will have an opportunity to be heard.

6. Next, ask the participants to say what they think of when they hear the phrase, "IRC management" and write their responses on newsprint.

7. When all the responses have been written, ask the participants to compare and contrast the two lists:

   - Are any of the items similar?
   - Are any of the items different?
   - Why do you think these observations are so?

8. Encourage participants to think of IRC management in terms of "doing the best you can with what you have." If this concept has already been mentioned by the participants, tie your remarks into this previously written idea.

Small Group Discussion: Duties and Staffing (30 minutes)

9. Divide the participants into small groups of 5-8. Ask each group to respond to the following questions (previously written on newsprint):

   - What should be the duties of an IRC manager?
   - What types of people could be IRC managers?

10. Ask each group to choose a reporter to share their ideas when everyone comes back for a large group discussion.

11. Tell the groups they have approximately 20-25 minutes for discussion and respond to their questions as necessary.

12. Distribute 2 sheets of newsprint and a magic marker to each small group.

13. Circulate among the groups as they are meeting to provide assistance as necessary.

Small Group Reports: Duties and Staffing (15 minutes)

14. When the discussion period is over, invite the participants to return to the large group and listen to the reporters give their summaries of the small group discussions.

15. Ask the participants what similarities and differences they note in the lists and what conclusions they draw.

16. Refer the participants to the "Staffing" section of the IRC Procedures Manual for future reading on these topics.

Trainer Note

If the group does not include people with experience with IRC's, they may have trouble brainstorming ideas for manager's duties and staffing. In this case, you may wish to conduct the previous exercise as a facilitated large group discussion, using the following design.

Alternate Exercise: Duties and Staffing (30 minutes)

A. In a large group, ask the participants to brainstorm the duties an IRC manager must perform and write their ideas down on newsprint. They could speak from their own experience or from imagining themselves in the role of resource center manager. Among the duties they might name are:

- network with PCV's, host country organizations, private voluntary organizations (PVO's) and foreign nationals to obtain useful technical materials
- act as liaison where appropriate between PCV's and ICE/Washington and other groups to order materials, conduct research and distribute publications
- assess the applicability of field-generated information materials and channel them to ICE, when appropriate
- perform basic research duties to assist PCV's in obtaining technical information for their project
- maintain resource center records, circulate and retrieve information available through the center
- classify documents and maintain a card file on all relevant project-related information
- advertise new acquisitions available in the Peace Corps incountry newsletter
- inform PCV's and staff through incountry newsletter or by note of all books/technical papers overdue

B. If the group has difficulty brainstorming ideas for this task, you might help them think it through by asking questions like:

- What does a resource center need? (Documents and information)
- What does that imply about what a resource center manager does? (Obtains documents and information)
- Where might the manager get documents and information? (PC/ICE, local ministries, international organizations, etc.)
- What does that imply about what a resource center manager does? (Acts as liaison with appropriate organizations)
- What happens if a book or document doesn't come back on time? (Informs borrowers of overdue items)
- What if a PCV comes up with an interesting solution to a common problem? (Shares such information with PC/ICE)

Trainer Note

If time permits, you may want to ask the participants to brainstorm how the duties might be shared if two or more people are sharing the functions of a resource center manager. Record their ideas on newsprint.

C. Facilitate a discussion, as necessary, on this topic.

D. Make a transitional statement like, "Now that we have an idea of the manager's duties, let's talk about who might serve in that capacity."

E. Ask the participants to brainstorm what types of people might serve as the manager of an IRC and write their ideas down on newsprint. Participants should be encouraged to name those who are already staffing resource centers as well as additional ideas for staffing. Among the possibilities are:

- Host country national
- Volunteer committee
- Combination of a Volunteer or a Volunteer committee and a host country national working together
- Volunteer or staff spouses
- Spouses of international development workers
- Other interested parties who might have program experience

F. If the participants have not named all the possiblities on the above list, add those they have missed and explain as necessary.

Trainer Note

If time permits, you may want to ask the participants to brainstorm how the duties might be shared if two or more people are sharing the functions of resource center manager. Record their ideas on newsprint.

G. Facilitate a discussion, as necessary, of this topic.

H. Refer the participants to the section on Staffing and Management in the IRC Procedures Manual for a discussion of these topics.

Individual Activity: Assessing Manager Candidates (15 minutes)

17. Make a transitional remark like, "Now that we've thought about duties and potential candidates for the job, let's talk about desirable personal characteristics of a resource center manager."

18. Distribute Handout 1 (Desirable Personal Characteristics of a Resource Center Manager) and ask the participants to assess themselves or someone they have in mind for the job in terms of each of the characteristics listed on the handout.

    - Make sure they understand how to fill out the form.
    - Respond to questions about how to accomplish this task as necessary. (Defer substantive questions until everyone has filled out the form.)

19. When everyone has finished filling out the handout, lead a brief discussion, asking questions like:

    - How would you summarize the kind of person we need to be a resource center manager? What personal qualities should he or she possess?
    - If a candidate for resource center manager is weak or lacking in any of these qualities, how could he or she be helped to improve? What are some alternative means of providing the needed experience?

Trainer Note

During field trials of this workshop, the topic of staffing and management proved to be the one about which participants most wanted to talk. Time is therefore allotted at the end of this session to allow participants to bring up and discuss any issues pertaining to the topic which they feel a need to address.

Summary Discussion: The IRC Manager (15 minutes)

20. Ask participants if they have other topics about staffing and management which they would like to discuss and facilitate the discussion as necessary, deferring to the ICE representative for policy questions, etc. and to the more experienced participants to share that experience.

21. Invite the participants to continue the discussion over lunch, if the time runs out and there is still interest in the topic.

LUNCH (as decided)

SESSION 6A: HOW CAN WE KEEP TRACK OF DOCUMENTS?

TIME: 1½ HOURS

GOALS:

To help participants:

1. Know how to establish and maintain an Incountry Resource Center that is appropriate to a specific country's needs;
2. Share information about their Incountry Resource Centers; and
3. Write an evaluation an action plan for developing/expanding/ improving an Incountry Resource Center.

OVERVIEW:

In Session 6A, participants address various aspects of keeping track of documents in an IRC: circulation policy and procedures for direct orders and warehousing. Participants have an opportunity to consider the pros and cons of different circulation policies and to think through what circulation policy is best suited for their own situations. They also receive information about direct orders and warehousing and are able to consider what they will do about these aspects of keeping track of documents. Throughout the session, participants are working on topics which will prepare them to start writing their action plans during the following session.

OBJECTIVES:

By the end of this session, participants will be able to:

1. Develop circulation policy suitable for their own IRC's;
2. Decide how to keep track of direct orders within their countries; and
3. Decide how to accomplish warehousing of multiple copies of documents.

TRAINER PREPARATION:

1. Read the session material several times and make any notes that will be helpful during the actual training session.

2. Review the following sections from the Procedures Manual:

   - Circulation Policy and Procedures
   - Audiovisual Materials
   - Direct Orders
   - Bulk Orders

3. Prepare the following on newsprint:

   - Agenda for the session (See #2 of session description.)

4. Have ready one copy of the following handout for each participant (See Handouts section for master copy):

   - Handout 1: Circulation Policy

MATERIALS:

1. Newsprint, magic markers, tape

2. Sufficient handouts, as listed above

3. Prepared newsprint sheets, as listed above

PROCEDURES:

Climate Setting (5 minutes)

1. Welcome the participants back from lunch and chat for a few moments about what happened, what topics were discussed during lunch, etc.

2. Post and discuss the agenda for the session:

   o An overview of keeping track of documents:

   - Circulation policy

   - Direct orders

   - Warehousing

3. Respond to questions about the agenda as necessary.

Large Group Activity: Keeping Track of Documents (20 minutes)

4. Explain that there are four phases in keeping track of documents:

   o Requests for information or documents

   o Orders for documents

   o Receipt of documents

   o Circulation to users

5. Explain that having a system to keep track of documents is a key to maintaining an Incountry Resource Center.

6. Explain that we're going to look at circulation of documents in some detail and ask each participant to write down some key questions they think of when they hear the word "circulation."

Trainer Note

Participants may need an example of what you mean by "key questions." Select one of the following questions as an example:

- o What materials can be checked out of the Center? By whom?
- o What materials should only be used in the Center?
- o Should some materials be circulated only to certain groups? What materials? What groups?
- o How should materials be circulated -- honor system, checkout card filled out by users, checkout card system managed by IRC staff?

The above questions are examples of the kinds of questions participants should raise. Give them an opportunity to brainstorm these questions, adding any that have been missed only after their responses.

7. Give participants a couple minutes to write down their questions and then ask them to volunteer what some of those questions are. Write their questions on newsprint and post the questions, leaving room for two more sheets to be posted alongside.

8. Ask participants to brainstorm some responses to these questions and write their responses on another sheet of newsprint, posting it beside the questions and attempting to match the questions and the answers.

9. Ask participants to brainstorm advantages and disadvantages of each type of policy which their responses to the questions imply. Write their answers on a sheet of newsprint and post it beside the responses, being careful to match the analysis with the responses.

Individual Activity: Circulation Policy (20 minutes)

10. Pass out Handout #1 (Circulation Policy) and ask each participant (or group of participants from the same country) to prepare, on the handout, a circulation policy for his/her IRC. Each person or country-group should base the policy on the realities of their particular situation.

- If participants come from an existing IRC, they should concentrate on how to improve their circulation policy, as well as record those aspects of the circulation policy with which they are satisfied.

- If participants are hoping to establish a new IRC, they should focus on what circulation policy is best for their give situation.

11. When the participants have finished their task and if time permits, ask them to share the ideas which they think are most innovative, useful, etc.

12. Explain to the participants that this exercise may be useful when they start to develop their action plans during the next session.

Large Group Activity:
Keeping Track of Direct Orders by Others (20 minutes)

13. Explain that circulation of documents within the IRC is not the only question concerning the need to keep track of documents. Another important question is how to keep track of direct orders to ICE by others.

14. Give a brief lecturette, covering the following points:

- The Incountry Resource Center is not the only entity ordering documents from ICE.

- Peace Corps Volunteers and staff can, and frequently do, order directly from ICE.

- Purchased titles in the Whole ICE Catalog remain the property of Peace Corps and cannot be retained by Volunteers, staff or counterparts. They must become part of the IRC collection when the person is through with them.

- Materials published by ICE (e.g., manuals, reprints, case studies, etc.) may be given as single courtesy copies to counterparts; otherwise, they should be returned to the IRC for subsequent use by others.

- Therefore, someone in each country should keep track of documents ordered directly by Volunteers or staff from ICE. It makes sense for the Incountry Resource Center to do this.

- These direct-order documents can become part of the IRC collection when the PCV or staff person is finished with them.

15. Ask the participants to brainstorm ideas for keeping track of such orders and write their responses on a sheet of newsprint.

Trainer Note

Among the ideas they might suggest:

- Request that everyone place their orders to ICE through the IRC;
- Request PCV's and staff send a copy of their ICE order letters to the IRC;
- Request that copies of cables from ICE notifying the requester that documents have been dispatched be sent to the IRC.

If the participants don't list all of the above ideas, add what was missed to their list for their consideration.

16. Ask the participants to think of the advantages and disadvantages of each idea and write their responses on a sheet of newsprint, posting it beside their ideas.

17. Suggest to the participants that choosing a method for keeping track of direct orders to ICE by others is also an important part of their action plan.

18. Make a transitional statement about recovering copies of such documents once the Volunteer or staff member is finished with them and ask the participants to suggest ideas for recovering copies. Write their ideas on newsprint.

Trainer Note

Among the ideas they might mention are:

- Require Volunteers to check out all such items through the IRC as part of Close of Service;
- Send Volunteers a reminder 2-3 months before Close of Service;
- Deduct the price of the document(s) from the readjustment allowance if not recovered.

If the participants don't list all these ideas, add what was missed to their list for their consideration, telling them that these are ideas tried by other countries and not ICE policy.

19. Ask the participants to think of advantages and disadvantages of each idea and write their responses on a sheet of newsprint, posting it beside their ideas.

20. Suggest to the participants that choosing a method for recovering documents is also an important part of their action plans.

Large Group Activity: Warehousing (25 minutes)

21. Suggest to the group that keeping track of documents may also involve multiple copies of documents. Sometimes the IRC must order items in bulk because of

- Training needs
- High demand for particular documents
- Exchange opportunities with other institutions (e.g., exchanging Peace Corps documents with a local Ministry)

In a sense, the IRC then becomes a "mini-ICE" under these circumstances. And this function means the need for warehousing and keeping track of bulk orders.

22. Explain that effective warehousing involves three factors:

- Timely orders
- Good storage
- Workable circulation system

23. Suggest that we look at timely orders first and make the following points:

- It's important to identify bulk document needs well in advance of the date when they will be used.
- ICE needs 6 weeks from the receipt of the request until they can deliver the documents.
- It's important to consider how long the mail takes.
- It's also important to consider how long it takes for the IRC to process the order once it arrives.
- For example, a bulk order might be placed 9 weeks in advance (2 weeks for mail + 6 weeks for ICE to process and deliver + 1 week for the IRC to process and deliver = 9 weeks).

24. Ask the participants to brainstorm some things that they could do as Resource Center managers to ensure that orders are timely and write their answers on newsprint.

Trainer Note

Some of the ideas they might have are:

- Make everyone who might be requesting bulk orders aware of the lead time required.
- Work closely with APCD's, PCV leaders and training staff to ascertain their bulk order needs in advance.
- Sit in on planning meetings as appropriate.
- Circulate a quarterly memo to appropriate staff as a reminder of the need to place bulk orders in a timely fashion.

If the participants don't list all of the above ideas, add what was missed to their list for their consideration.

25. Suggest to the participants that they decide which of the suggested ideas for encouraging timely orders they will want to use in their IRC and that they include that decision in their action plans.

26. Suggest that now that we've discussed timely orders, let's move on to the second factor in effective warehousing, good storage. The storage space should be:

- Secure (i.e., able to be locked)
- Dry
- Clean

In addition, the participants may want to consider a fourth requirement:

- Relative inaccessibility

The reasons for the latter are to keep the bulk orders out of the way of the normal workings of the IRC and to make it less likely that the bulk orders would be distributed except for the use intended.

27. Explain that a final requirement for effective warehousing is a workable circulation system. Such a system involves:

    - Recording when the bulk order was placed
    - Recording when it arrived
        - Checking the condition and number of documents
        - Informing ICE of any discrepancies
    - Notifying the requester of the receipt of documents
        - Ascertaining how many should be dispatched where and when
    - Recording the dispatch
        - If only part of the order is dispatched, record the details (who, where, how many sent, how many retained)
        - If the entire order is dispatched, record the above details, except for number retained, and inquire if more orders in bulk will be needed in the near future.

28. Explain that an effective warehousing system should also be part of the action plan and encourage participants to think about how they will ensure timely orders, good storage and a workable circulation system for bulk orders at their IRC's.

29. Refer the participants, for more details on these topics, to the following sections of the Procedures Manual: "Circulation Policy and Procedures", "Audiovisual Materials", "Direct Orders", and "Bulk Orders."

30. Thank the participants for working through this necessarily detailed discussion of keeping track of documents and invite them to enjoy the break.

BREAK (30 minutes)

SESSION 6B: DEVELOPING AN ACTION PLAN

TIME: 1½ HOURS

GOALS:

To help participants:

1. Know how to establish and maintain an Incountry Resource Center that is appropriate to a specific country's needs; and

2. Write and evaluate an action plan for developing/expanding/improving an IRC.

OVERVIEW:

Developing an action plan is critical to transferring what has been learned at the workshop back to the real-world situation. This activity helps each participant put into practice the information presented and discussed during the workshop. During this and the next session, participants will be able to translate their knowledge of the basic components of an Incountry Resource Center into what would be most effective for their own situations. They will then have an opportunity to lay out the specific steps toward developing, expanding or improving their own Incountry Resource Centers. As part of the development of an action plan for their IRC's, the participants will also learn about the planning process in general.

OBJECTIVES:

By the end of this session, participants will be able to:

1. Identify the basic steps in developing, expanding or improving an IRC;

2. Begin preparing complete action plans for developing/expanding/changing their IRC's.

TRAINER PREPARATION:

1. Read the session material several times and make any notes that will be helpful during the actual training session.

2. Prepare the following on newsprint:

   - Agenda for the session (see #3 of session description)
   - Action Plan steps (see #4 of session description)
   - IRC functions which might be included in an action plan (see #7 of session description)

3. Have ready the following handouts, one for each participant (See Handouts section for master copies)

   Handout 1: Guidelines for Developing an Action Plan

   Handout 2: Preparing an Action Plan

MATERIALS:

1. Newsprint, magic markers, tape
2. Sufficient handouts, as listed above
3. Newsprint sheets, as listed above

PROCEDURES:

Climate Setting (5 minutes)

1. Welcome the participants back from the break and tell them that the time has arrived when we can begin to put together all that we have been talking about.

2. Explain that this session be devoted entirely to helping them develop an action plan specific to the situations in their countries.

3. Post and review the agenda for the session, previously prepared on newsprint:

   - Lecturette on action plan
   - Develop an action plan

Lecturette: Action Plan (20 Minutes)

4. Give the following lecturette:

   - Learning about Resource Centers: Up to this point we have been looking at the components of an Incountry Resource Center and how it functions. We have also been looking at ways we can create our own centers or change existing centers in order to make them more effective.

   - Implementation of Learning: At this point we need to translate the information we have learned into a system for implementation.

   - Developing an Action Plan: The most effective way of translating what has been learned into actually creating our own Incountry Resource Centers or improving our current Resource Centers is through preparing an action plan for change.

   - Purpose of the Action Plan: This plan enables us to assess what are the relevant features of a resource center, how we can meet the technical information needs in our own specific countries, and then how we can make those changes in a way that will generate support and interest from Peace Corps staff and Volunteers.

- Components of an Action Plan: There are six basic steps to developing an action plan, as shown on the previously prepared sheet of newsprint:

Trainer Note

Write only the main headings on the newsprint sheet which will be displayed during your lecturette. Tell the participants that they will be getting a detailed handout on the components of an action plan, so they can concentrate on the lecturette and not have to take copious notes.

- Setting measurable goals

  Goals are a desired future condition, something to strive toward. Where do you want to be? What is it that you want to accomplish? How do you want a situation to be different?

- Evaluating the goals

  Evaluation helps determine whether or not the goal is appropriate. Through the mini-evaluation, the goal will be confirmed, abandoned, or changed to a more appropriate goal.

- Describing the action steps required to achieve the goals

  There needs to be a series of actions identified in order for the goals to be achieved. These actions are identified in sequential steps.

- Identifying a time frame for the action steps

  As the steps are being identified, a time frame, both in terms of actual time needed to do the task and calendar time during with the action will take place needs to be outlined. This facilitates an ongoing system for knowing whether the process is on schedule or whether the schedule needs to be modified.

- Identifying the resources (staff and materials) needed for completing the action steps

  Resources must be utilized in order to carry out the action plan. Resources can include people to work on the various action steps as well as materials and equipment. The availability of resources will determine whether or not the plan can be implemented.

- Evaluating the results at strategic points during the action plan process

  To evaluate, the following questions can be asked

  How will you know whether or not the steps have been achieved? What measurements will you use to answer this question?

  Have you allowed for contingencies which may interrupt the action being accomplished?

  Have you tried to do too much or too little?

5. Ask the group to look at the action plan steps written on newsprint and then to give an example of each of the six steps in the plan, drawing from their own perceptions of how they will develop a plan.

   Write down the examples next to the steps so that the participants can refer to the examples as they lay out their own action plans.

Individual Activity: Developing Action Plans (65 Minutes)

6. Pass out Handout #1 (Guidelines for Developing an Action Plan) and Handout #2 (Preparing an Action Plan).

7. Display and discuss the previously prepared newsprint sheet listing some IRC activities which they may want to include in their action plans:

   - Acquiring and organizing space and equipment
   - Acquiring documents
   - Classifying documents
   - Cataloging documents

- Helping users
- Staffing an IRC
- Managing the IRC
- Keeping track of documents (direct orders, bulk orders)

8. Ask the group to review the handouts and ask if they have any questions about developing a plan or about the purpose of developing a plan. Emphasize again that this is an opportunity for them to review what they have learned and apply it to what is realistic to their specific country situations.

9. For the rest of the session, ask the participants to develop an action plan for developing/expanding/improving Incountry Resource Centers in their own countries. Give the participants the following instructions:

   - Each country plan should be done separately. Thus, if there is only one representative from a country, that person should work alone for the initial preparation. If there is more than one participant from a country, all those from the same country should work together.
   - The plans will be shared and discussed after they are prepared.
   - The plans should be prepared on the form provided as Handout #2 (Preparing an Action Plan).
   - In thinking about the plan, think carefully about your own situation. Make the plan realistic to what is needed for your own country as well as realistic for using people and resources available for implementing the plan.
   - Think carefully about the time that it might take to implement the plan. Often, if more time is allowed to reach the goal, the goal can be more expansive. Is there a phasing-in process that might allow a more comprehensive resource center?
   - Who can you involve in the planning process and in what ways to assure that you will have the time and resources necessary to complete the plan?
   - Work on the plans until the end of the day. If you wish, you may work on the plans this evening. Please have the plans completed by tomorrow morning, because Session 7A will begin with the review of the plans.

Trainer Note

Circulate during the time that the group is preparing plans in order answer questions and give guidance as needed.

10. When the time has arrived for ending the session, thank the group for their participation and tell them how much you're looking forward to hearing about their action plans tomorrow.

SESSION 7A: FINALIZING THE ACTION PLAN

TIME: 1½ HOURS

GOALS:

To help participants:

1. Write and evaluate an action plan for developing, expanding or improving a Peace Corps Incountry Resource Center; and

2. Share information about Incountry Resource Centers among participants.

OVERVIEW:

The purpose of this session is to finalize the action plans begun in Session 6B. Once the action plans are reviewed and revised, they will be ready to take back home and shared with the Peace Corps staff. The plans are a critical element in transferring information and knowledge gained in the workshop into steps that incorporate the workshop information into country-specific programs. Participants have an opportunity to share their plans with, and learn from, one another. Afterwards, they have an opportunity to make any changes they desire, based on feedback from their peers.

OBJECTIVES:

By the end of this session, participants will be able to:

1. Complete action plans for developing/expanding/improving resource centers in the participants' individual countries; and

2. Review and revise individual plans in order to increase readability, understandability, and practicality.

TRAINER PREPARATION:

1. Read the session several times to become familiar with the training tasks to be done.

2. Prepare the following on newsprint:

   - Agenda on a sheet of newsprint (See #2 in session description

   - A copy of the guidelines for the small group discussion of action plans (See #6 of session description)

3. Prepare sufficient copies of the following handouts (see Handouts section for master copies)

   - Handout # 1 (Reviewing Action Plans)

   - Additional copies of Handout #1 from Session 6A (Action Plan Guidelines)

MATERIALS:

1. Newsprint, tape, magic markers (about 30)

2. Sufficient handouts, as listed above

3. Newsprint sheets, as listed above

PROCEDURES:

Climate Setting: (5 Minutes)

1. Chat with the group for a few moments about what they did the previous evening to re-establish rapport.

2. Show the group the agenda for the session, previously prepared on newsprint:

   - Finish and review the action plans
   - Discuss plans and how to present them to Peace Corps staff back home
   - Share best ideas from plans
   - Revise plans as needed

3. Ask the group if there are any other questions or issues that should be discussed during this last session. If there are, write them on newsprint for review later in the session.

Trainer Note

> It is important to try to respond to any unresolved issues or problems before the end of the workshop. However, depending upon participants' requests, it may not be possible. In such cases, it is a good idea to tell participants — or have them brainstorm — how to find the answers or strategies outside the workshop after it is over. This will help them see that the workshop is a prelude to continued learning about these topics.

Individual Activity: Action Plan (15 Minutes)

4. Ask the participants to review individually (or in country groups, as appropriate) their action plans and make any final changes. The plan should have been written on Handout 2 (Preparing an Action Plan) distributed during Session 6B and should be completed at this time.

5. Ask them to also think about how they will present their plans to the appropriate persons and how they will make their case for what they wish to propose.

Small Group Review: Action Plans (50 Minutes)

6. Distribute Handout #1 (Reviewing the Action Plan) to each participant. Divide the group into groups of three and ask each group to complete the following tasks, previously written on newsprint:

   - Share all three plans with one another.
   - Review and discuss the plans, using the questions on the handout.
   - Discuss ideas about how to present the plans to the appropriate staff member(s) back home.
   - Allow approximately 15 minutes per plan in order to be sure to review all the plans.
   - Keep the discussion light. This is an opportunity to help one another by getting comments from peers before returning and presenting it to the people whose support you need in order to make a success of your plan. Focus on —
     - What's good about the plan?
     - How can the plan be improved?
   - Make notes about the best ideas from each country, and we'll talk about them later in the session.

Trainer Note

> The purpose of this exercise is for each participant to have an opportunity for someone else to review the Action Plan to check for practicality, feasibility, and relative comprehensiveness. This activity should not be viewed as one of criticism of one another's plans but as an opportunity to seek and to give help.

Large Group Activity: The Best Ideas (10 minutes)

7. Ask the participants to return to the large group and lead a discussion, asking the following questions and writing their responses on newsprint:

   - What was the best idea that each country representative(s) had?
   - What was the best argument or most persuasive tactic that each country had?
   - What do you think are the most important features of a good plan?
   - How can you keep up-to-date on what you need to know in order to keep on improving your IRC's?

Individual Activity: Action Plan Revision (10 Minutes)

8. Ask the participants to take an additional 10 minutes to make any revisions they would like as a result of the small group and large group discussions.

9. Pass out additional blank sheets of Handout 2 (Preparing an Action Plan) from Session 6B in case some participants want to rewrite sections of their plans. The revisions, if necessary, should be in terms of ideas gained from the small group discussion.

Closure (5 minutes)

10. Remind the participants that this is the last content-session of the workshop.

11. Thank them for their participation and tell them that you are looking forward to their feedback and evaluation during Session 7B.

BREAK (30 minutes)

SESSION 7B: EVALUATING THE WORKSHOP

TIME: 1½ HOURS

GOALS:

1. To help the participants summarize and evaluate their experiences in the workshop; and

2. To help the trainers improve the workshop design and content.

OVERVIEW:

Evaluation is as important as learning exercises to the success of a workshop. Such a session not only provides the trainers with valuable feedback for improving the workshop but also gives the participants an opportunity to summarize and evaluate their own experiences at the workshop. This final session is designed to facilitate both these purposes.

OBJECTIVES:

By the end of this session, the participants will be able to:

1. Analyze and summarize the workshop experience from their own perspectives; and

2. Provide useful feedback to the trainers for improving the workshop.

TRAINER PREPARATION:

1. Read the session material several times and make any notes that will be helpful during the actual training session.

2. Prepare the following on newsprint:

   o Agenda for session (See #2 of session)

3. Prepare sufficient copies of the Evaluation Form (See section with that title at end of manual.)

MATERIALS:

1. Newsprint, magic markers, tape

2. Sufficient copies of Evaluation Form

3. Manila envelope large enough to hold the completed Evaluation Forms

Break (30 minutes)

PROCEDURES:

Climate Setting (5 minutes)

1. Welcome the group back from the break and remind them that this session is devoted to their summary and feedback.

2. Post and discuss the agenda, as previously written on newsprint:

   - Some summary discussion
   - Complete the Evaluation Form
   - Verbal feedback

Large Group Discussion: Summary and Analysis (25 Minutes)

3. As a concluding discussion, ask the group the following questions and record their answers on newsprint, as necessary:

   - What have been the most important points about Incountry Resource Centers that you have learned during the workshop?
   - Give some examples of what you are going to do about establishing or improving your own Incountry Resource Center.
   - How can ICE best help you establish or strengthen your own Incountry Resource Center?
   - What can you do to help ICE keep on top of resource needs worldwide?

Individual Activity: Filling Out the Evaluation Form (30 minutes)

4. Pass out the Evaluation Form and ask the participants to complete it without putting their names on the questionnaire. Tell the group that this evaluation will be used to help the trainers and ICE improve the workshops in the future.

5. As the participants finish their forms, gather them in a manila envelope without looking at the forms at this time.

Trainer Note

> Participants will feel more relaxed and willing to be open in their written feedback if they see that the trainer is not taking note of who wrote which answers. Therefore, it's important to demonstrate by your behavior (as in the case of using the manila envelope to collect the forms without looking at them) that you are interested only in content and not in source.

Large Group Activity: Verbal Feedback (30 minutes)

6. When all the Evaluation Forms have been completed and gathered in the manila envelope, ask the participants to share some verbal feedback with you by asking the following questions and writing their responses on newsprint:

   - What were the best things about the workshop?
   - What suggestions do you have for improvement?

   Without being defensive, lead a discussion of their feedback to clarify points, encourage creative ideas, etc.

Trainer Note

> Having both written and verbal feedback is extremely useful in refining the workshop. Some ideas are best expressed in the privacy of a form. Others, more complicated or more creative, are best expressed in open discussion. Both types of feedback should be gathered, preserved and forwarded to ICE to assist in revisions of this manual and the workshop.

7. When the time is up or when the discussion wanes, thank the participants for their feedback and wish them well in their efforts to strengthen technical information exchange in their countries.

8. Invite everyone to join together in a closing celebration at lunch and give directions, if needed.

LUNCH (as decided)

CLOSING LUNCH

TIME: 2 HOURS

GOALS:

1. To provide a sense of closure for the workshop;
2. To award Certificates of Completion to the participants; and
3. To award Certificates of Appreciation to those who helped make the workshop possible.

OVERVIEW:

The participants have shared an often-demanding experience. They made new friends and have learned from them. Hopefully, they have much to ponder. When people have shared such experiences, they need a sense of closure, of things coming formally to an end, of moving on to the next step. The closing lunch provides a setting in which to accomplish these goals. In addition, it makes it possible to thank those who have contributed to the workshop.

TRAINER PREPARATION:

1. Make physical arrangements for the luncheon several weeks in advance. Working through a local representative can make this easier and more efficient. Recommendations:
   - A room large enough for the participants, local Peace Corps representatives and invited guests
   - Tasty food, perhaps local dishes
   - A source of background music, probably recorded
2. Identify a representative from the Peace Corps program hosting the workshop to:
   - Formally bid the participants goodbye on behalf of the hosting country
3. Buy or have made sufficient numbers of Certificates of Completion for the participants and Certificates of Appreciation for those who will be thanked for their contributions.

MATERIALS:

1. Food and drink
2. Nametags (optional)
3. Certificates of Completion, one for each participant
4. Certificates of Appreciation, one for each person who will be thanked for his/her contribution

PROCEDURES:

Arrival (15 minutes)

1. Welcome participants as they arrive at luncheon. (If you have decided to use nametags, make sure everyone, including guests, has one.)

2. If necessary, introduce guests and participants to one another.

3. Allow participants and guests to mingle informally for a few minutes before the lunch.

4. When everyone is present or when it's time to serve the food, invite everyone to be seated.

Trainer Note

> Depending on local custom, you may want to have a head table and formal seating arrangements. If so, make sure you have your plan ready in advance and can help people find their seats with ease (perhaps using place cards).

Presentations and Words of Goodbye (30 minutes)

5. After everyone has been served and eaten, ask for the group's attention for a few moments and make some opening remarks about the workshop drawing to a close but it also being the beginning of (hopefully) new growth for Peace Corps Incountry Resource Centers.

6. Introduce the local Peace Corps representative who should say a few parting words.

7. Call forward those to whom you wish to give Certificates of Appreciation and say a few words about each person so they will know that this is not an empty gesture.

8. Call each participant forward and present him/her with a Certificate of Completion.

9. Thank everyone for the workshop and all that went with it and wish them well.

Trainer Note

Depending on the people involved, it's a good idea to share the duties of the closing ceremony. For example, the trainer might award the Certificates of Appreciation while the ICE representative awards the Certificates of Completion. In some cases, a local official (host country national or Peace Corps) might be involved in the awards ceremony. One or more of the participants might like to say a few words as part of the program. It's important to be sensitive to these issues and to try to devise a closing program that will give satisfaction to all.

OPTIONAL ACTIVITY: DESIGNING AN IRC FLOOR PLAN

TIME: 1 HOUR

GOALS:

To help participants:

1. Know how to establish and maintain an Incountry Resource Center that is appropriate to a specific country's needs; and

2. Share information about their IRC's.

OVERVIEW:

Many participants will arrive satisfied with the physical arrangement of their existing IRC's. Others will want to think about changing the arrangement. Still others will need to consider how to set up an IRC for the first time. For these latter two groups, this alternative exercise has been designed. It can be done in place of another activity, or it can be assigned as "homework." This activity gives participants the opportunity to draw a floor plan for their IRC's.

OBJECTIVES:

By the end of this activity, participants will be able to:

1. Design a floor plan for their IRC's; and

2. Adopt, adapt or create floor plans based upon feedback from other participants.

TRAINER PREPARATION:

1. Read the session material several times and make any notes that would be helpful during the training session.

2. Review the sections in the IRC Resource Manual about space and equipment.

3. Prepare sufficient copies of the following handout so that each participant has one (See Handouts section for master copy):

   - Handout 1: General Guidelines: Space and Equipment

MATERIALS:

1. Newsprint, magic markers, tape

2. Enough handouts for each participant, as listed above

3. At least two pages of simple graph paper for each participant

4. A ruler or straight edge for each participant

PROCEDURES:

Individual Activity: Designing a Resource Center (60 minutes)

1. Explain that the physical arrangement of the IRC can make a big difference in how well it functions.

2. Encourage the participants to think about how they could design an IRC for their space that is most efficient.

3. Pass out Handout 1 (General Guidelines: Space and Equipment).

4. Read over the space and equipment requirements with the parcipants, explaining items and responding to questions as necessary.

Trainer Note

> Make sure the participants understand that these are general guidelines; e.g., if one has a storeroom measuring 6' by 10', that space can be used to start a resource center. Although it is easier if the space is currently empty, that is not necessary. An Incountry Resource Center may start by sharing space with another entity.

5. In preparation for the individual activity, ask the participants to brainstorm where a Peace Corps Incountry Resource Center might be located and write their ideas on newsprint. The list of potential locations could include:

   - the Peace Corps office
     - an unused room
     - a storage room or space
     - shared space in an oversize office
     - converting or sharing the staff or Volunteer lounge
     - adding on a room
   - shared space in the local AID offices
   - shared space in the U.S. Embassy

- a space near a local Peace Corps hangout (e.g., a restaurant or tea house)

- a space near a market or shopping center frequented by Volunteers

6. Pass out a sheet of graph paper to each participant, making sure they know how to work with graph paper; i.e., the divisions can be used to indicate feet or meters, etc.

7. Pass out a ruler or straight edge to each participant.

8. Ask each participant to think of the space they have available for a resource center in his or her own country and to draw a floor plan for a resource center to fit that space, using the guidelines on the handout, the graph paper and the ruler. You make want to make the following points:

   - Show and briefly discuss the sample floor plan on the next page, relating it to the guidelines.

   - They have approximately 30 minutes to work on their floor plans.

   - If they don't finish their floor plans during this time, they can work on them during the evening. The goal is to design a good floor plan, not necessarily to get something down on paper within the time limit.

   - If a participant's country already has an Incountry Resource Center, the participant should use this exercise as an opportunity to improve space allocation, consider adding equipment, etc.

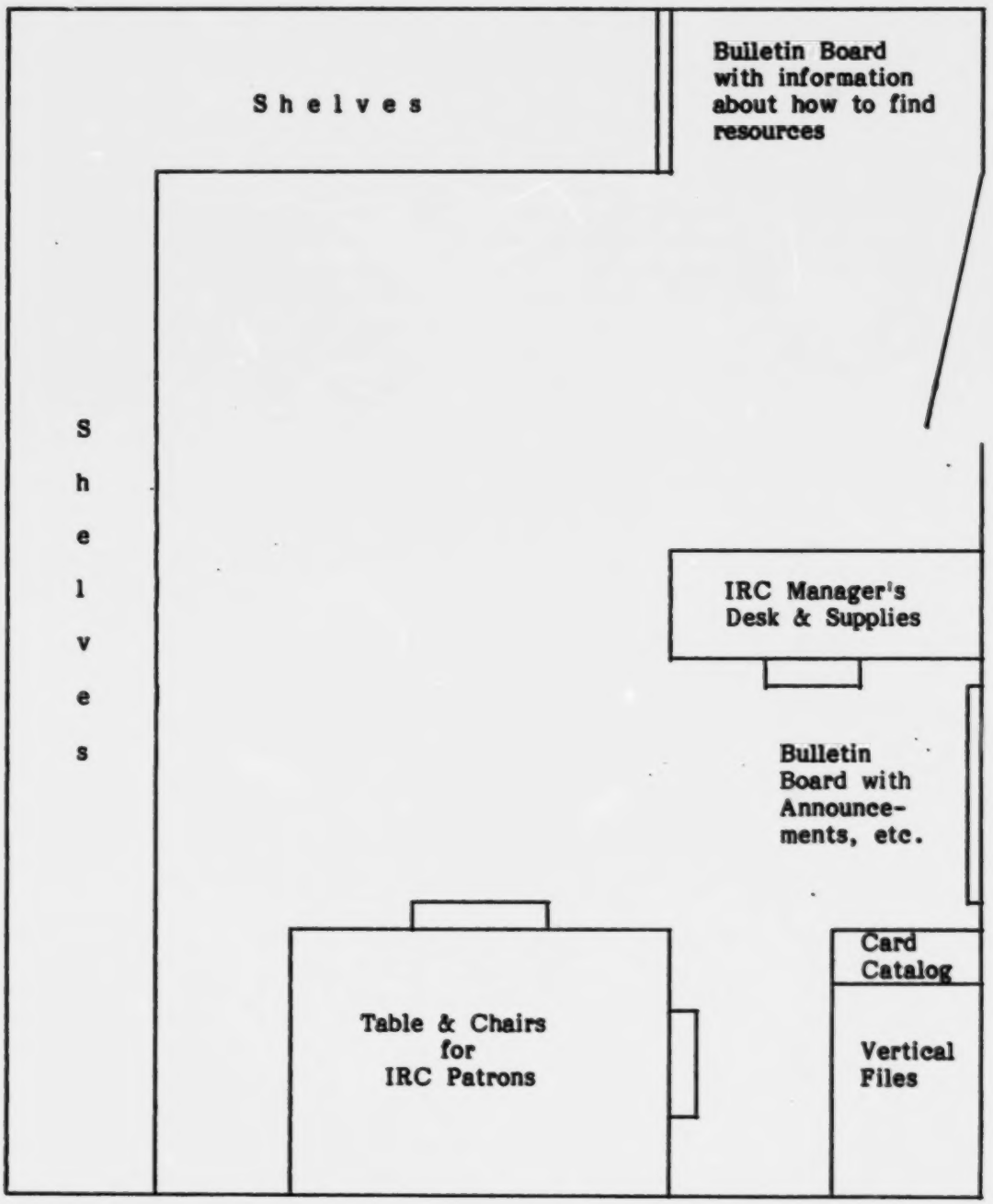
   - If a participant's country does not yet have an Incountry Resource Center, the participant should think about how to use appropriate, existing space like that mentioned in the brainstorming session.

   - If two or more participants come from the same country, they should work together on this project.

   - If a participant finishes early, he or she should design the vertical space; i.e., how the shelves, etc. will be arranged.

**SAMPLE FLOOR PLAN FOR NEW IRC
HOUSED IN FORMER STOREROOM**

Approximate Dimensions: 16 feet by 18 feet



Trainer Note

Participants may need to make several efforts at designing an Incountry Resource Center before they are satisfied with their project. The additional sheets of graph paper mentioned under "Trainer Preparation" are in case participants need to start over, etc. If the graph paper is two-sided, the participants can use both sides to work out their resource center floor plans before needing another sheet of paper.

9. After the participants have had thirty minutes to work on their resource center floor plans, ask them to meet in pairs for ten minutes to compare and contrast their ideas for floor plans. Encourage them to share with one another by:

   - Giving each other positive feedback about what is good about one another's designs
   - Giving each other suggestions for improvement without being negatively critical

Trainer Note

You may also wish to have the participants mount their floor plans on the wall of the training center or where the coffee/tea breaks are so that everyone can learn from them.

10. Time and location permitting, lead a short discussion with the participants about the ideas they got from each other.

HANDOUTS AND ASSIGNMENTS

On the following pages are handouts and/or assignments for those sessions which require handouts. Please make as many copies as necessary for the number of participants in the workshop, plus extra copies as needed for the staff of the host training institution, etc.

HANDOUT RE OPENING RECEPTION

OPENING RECEPTION

Handout 1

EXAMPLES OF ITEMS FOR WELCOME PACKET

1. Name, address and phone number of hotel
2. Name, address and phone number of workshop site (if different from hotel)
3. Workshop schedule
4. Times and location of meals during training or at hotel
5. Peace Corps address, phone number and person to ask for in an emergency
6. Directions on how to get to Peace Corps office
7. Shopping information:

   Local items of interest
   Best places to get them
   Normal prices for key items
   Where to get items which may have been forgotten; e.g., toothpaste, clothing items, etc.

8. Procedures for reconfirming flights and leaving country
9. Transportation around city and in the country
10. Restaurants in the city
11. Cultural tips

HANDOUTS: Session 1A

SESSION 1A

Handout 1

GETTING TO KNOW YOU

Please fill out this worksheet for your partner and use it to report to the group. The point of this exercise is to start to get to know each other, so please don't take the shortcut of filling out your own sheet. THANKS!

YOUR PARTNER'S NAME:

HIS/HER COUNTRY:

HIS/HER ROLE WITHIN PEACE CORPS:

ONE INTERESTING PERSONAL ITEM:

ONE INTERESTING FACT ABOUT HIS/HER PEACE CORPS PROGRAM:

TWO FACTS ABOUT HIS/HER CURRENT INCOUNTRY RESOURCE CENTER OR OTHER INFORMATION SERVICES:

1.

2.

(If he/she doesn't have an Incountry Resource Center, please let us know.)

SESSION 1A

Handout 2

NAMES AND ADDRESS OF WORKSHOP PARTICIPANTS

NAME	ADDRESS	PHONE NO.

SESSION 1A

Handout 3

SELF-ASSESSMENT

Please list the workshop goals to which we agreed and assess yourself:

1. Where are you now for each goal? Mark an "X" on the line.
2. Where do you want to be at the end of the workshop? Mark an "O" on the line.

You can also list some personal goals, if you like.

GOAL	KNOWLEDGE OR SKILL						
	None						Excellent
1.	1	2	3	4	5	6	7
2.	1	2	3	4	5	6	7
3.	1	2	3	4	5	6	7
4.	1	2	3	4	5	6	7
5.	1	2	3	4	5	6	7
6.	1	2	3	4	5	6	7

HANDOUTS: Session 1B

SESSION 1B

Handout 1

ANALYZING INFORMATION NEEDS

Please make a copy of this form on newsprint and fill it in for your group's presentation. Write in the name of your assigned IRC user-group at the top. Then, in the first column, please write down the most important information needs of your IRC user-group. Next, rank the information needs which you've listed in the second column. In the third column, list some sources for the information needs you have identified. Finally, in the last column, write whether or not you think these information sources should be in an Incountry Resource Center.

IRC USER-GROUP: _____

INFO NEEDS	RANK	INFO SOURCES	SHOULD BE IN IRC?

HANDOUTS: Session 2A

SESSION 2A

Handout 1

WHERE ARE YOU WITH YOUR EXISTING INCOUNTRY RESOURCE CENTER?

1. What are the three main strengths of your existing IRC?

   a.

   b.

   c.

2. What are the three biggest weaknesses of your existing IRC?

   a.

   b.

   c.

3. What resources can you count on for improving your IRC?

   a.

   b.

   c.

4. What constraints do you have to consider when thinking about improving your IRC?

   a.

   b.

   c.

SESSION 2A

Handout 2

Where Are You With Your Plans for a New Incountry Resource Center?

1. What is the current status of your IRC?

2. What resources can you count on in establishing your new IRC? (Think about people as well as material things.)

3. What constraints do you have to consider in establishing your new IRC?

SESSION 2A

Handout 3

Where do You Want to go with Your Existing Incountry Resource Center?

1. What improvements would you like to make in your existing IRC?

2. What do you need to know in order to make those improvements?

3. How can you learn what you need to know at this workshop?

SESSION 2A

Handout 4

Where Do You Want to go With Your New Incountry Resource Center?

1. What are some first steps that you feel you need to take in order to establish a new IRC in your country?

2. What do you need to know in order to be able to take those steps?

3. How can you learn what you need to know at this workshop?

NO HANDOUTS FOR SESSION 2B

NO HANDOUTS FOR SESSION 3A

HANDOUTS: Session 3B

Assignment Sheets 1-10

SESSION 3B

Assignment 1

FINDING REQUESTED INFORMATION

You are the manager of this resource center. A Peace Corps Volunteer has come in and requested information on the following:

1. Vocational education
2. Ways women can make money
3. Handicrafts
4. Prenatal care

In addition, she wants to look at the Reader's Guide to Periodical Literature.

Please locate appropriate resources for her requests.

SESSION 3B

Assignment 2

FINDING REQUESTED INFORMATION

You are the manager of this resource center. A Peace Corps Volunteer has come in and requested the following information:

1. Community development
2. Housing design
3. Small businesses
4. Biogas

In addition, he wants to see all the Time magazines for last month.

Please locate appropriate resources for his requests.

SESSION 3B

Assignment 3

FINDING REQUESTED INFORMATION

You are the manager of this resource center. A Peace Corps Volunteer has come in and requested the following information:

1. Fish culture
2. Appropriate technology
3. Solar dryers
4. Metal working

In addition, she wants to see a bilingual dictionary for this country.

Please locate appropriate resources for her requests.

SESSION 3B

Assignment 4

FINDING REQUESTED INFORMATION

You are the manager of this resource center. A Peace Corps Volunteer has come in and requested information on:

1. Agriculture
2. Wind power
3. Leucaena
4. Pig raising

In addition, he wants to see an encyclopedia.

Please locate appropriate resources for his requests.

SESSION 3B

Assignment 5

FINDING REQUESTED INFORMATION

You are the manager of this resource center. A Peace Corps Volunteer has come in and requested information on:

1. Proposal-writing for small projects
2. Poultry farming
3. Legumes
4. Adult learning.

In addition, she has asked to look at the Sears Roebuck Catalog.

Please locate appropriate resources for her requests.

SESSION 3B

Assignment 6

FINDING REQUESTED INFORMATION

You are the manager of this resource center. A Peace Corps Volunteer has come in and requested information on:

1. Bee culture
2. Women in Development
3. Final report for small projects
4. Infant nutrition

In addition, he has asked to see the Ideas and Action Bulletin.

Please locate appropriate resources for his requests.

SESSION 3B

Assignment 7

FINDING REQUESTED INFORMATION

You are the manager of this resource center. A Peace Corps Volunteer has come in and requested information on:

1. Project ideas for agriculture
2. Commercial farming
3. Water pumps
4. Food storage

In addition, she has asked to look at Horizons magazine.

Please locate appropriate resources for her.

SESSION 3B

Assignment 8

FINDING REQUESTED INFORMATION

You are the manager of this resource center. A Peace Corps Volunteer has come in and requested information on:

1. Forestry
2. Solar power
3. Fuel efficient stoves
4. Income generation

In addition, he has asked to see back issues of Development Forum.

Please locate appropriate resources for his requests.

SESSION 3B

Assignment 9

FINDING REQUESTED INFORMATION

You are the manager of this resource center. A Peace Corps Volunteer has come in and requested information on:

1. Handicapped children
2. Raising rabbits
3. Gardening
4. Family planning

In addition, she has asked to see back issues of TAICH NEWS.

Please locate appropriate resources for her requests.

SESSION 3B

Assignment 10

FINDING REQUESTED INFORMATION

You are the manager of this resource center. A Peace Corps Volunteer has come in and requested information on:

1. Public health
2. Audiovisual aids
3. Adult learning
4. Sanitation

In addition, he has asked to see back issues of Development Communication Report.

Please locate appropriate resources for his requests.

HANDOUTS: Session 4A

SESSION 4A

Handout 1

ROLE PLAY: HELPING RESOURCE CENTER USERS

THE RESOURCE CENTER MANAGER

You started this resource center 18 months ago. Now, the center has all the documents listed in the Whole ICE Catalog and the Free and Reduced Magazine List in addition to the items listed in the Core Reference Collection.

You are a Volunteer spouse with previous experience in libraries. You worked in a library at your university to help defray the expenses of your degree.

Right now, you are hard at work expanding the collection to include non-Peace Corps materials. You've just made a series of in-person visits to appropriate officers in ministries, private voluntary organizations, and international organizations here in the capital. You're in the midst of drafting a follow-up letter to these officers which you would like to get in the mail within 24 hours.

You're proud of how far the resource center has come in so little time, and you're excited by the potential for expanding the collection as you've discussed with your recent contacts.

You are the only one on duty in the resource center at this time, but you hope soon to have an assistant to help with what is becoming a big workload.

SESSION 4A

Handout 2

Role Play: Helping Resource Center Users

PEACE CORPS VOLUNTEER #1

You've only been in country a month, and you're so excited to be here. You're the third person in your family to be a Volunteer, and you feel like it's really important to do well.

Unfortunately, you don't have any ideas for a secondary project, and you have come to the resource center to try to get some pointers. You think it's just wonderful that Peace Corps has resource centers, because you can remember your mother (who was a Volunteer) talking about the old days when people had to just figure everything out for themselves with minimum assistance. You feel like you really need assistance.

In fact, you're a little surprised that you're even a Volunteer. All your life, people have told you you're scatterbrained and can't focus on anything. That makes you a little scared that you won't be able to do a good job as a Volunteer, but someone must have had faith in you to select you to be a Volunteer, and you're just determined not to let them or your family down.

Your primary project is in public health, working on nutrition for mothers and children. You really like doing that because you read a lot about the needs of low income mothers and children in your sociology class.

Now, the problem is: what else can you do? Maybe the resource center manager can help (although you've heard that the manager is often too busy to give a lot of assistance to Volunteers). Well, there's no harm in asking. Besides, you <u>know</u> you need some focus.

SESSION 4A

Handout 3

ROLE PLAY: HELPING RESOURCE CENTER USERS

PEACE CORPS VOLUNTEER #2

You've been a Volunteer for 18 months, exactly as long as the resource center has been in operation. In fact, you recall that when you arrived incountry, one of the things you were told was how helpful this center was going to be to you. Well, you haven't found that to be true.

Maybe it's because you've got a degree in nursing and already know a lot about public health. Maybe it's because this resource center only has the most basic kinds of documents. You're not sure, but it just seems like every time you go there for assistance, they don't have anything that will be of use to you. Still, it's always worth a try.

You hitched a ride down to the capital with some AID health workers, and you're only going to be in town 4 hours. During that time, you have to have a checkup (you think you've got amoeba), send a telegram home to your sister who's graduating, and pick up some books on xeropthalmia. (An eye disease). You doubt if they've got anything on the topic, but you're willing to try.

You've already seen the doctor and left a specimen at the lab. You feel like you'll never get everything done that you need to before it's time to leave.

(Please don't enter the role play until signaled to do so by the trainer.)

SESSION 4A

Handout 4

ROLE PLAY: HELPING RESOURCE CENTER USERS

OBSERVERS

As you observe the role play, please record what you see happening. Why do you think it happened? What lessons for managing a resource center might you draw from that event? (Please record your observations in terms of the roles being played — the Manager, PCV#1, and PCV#2 — and not in terms of the real people involved. Please use the reverse of this sheet if you need to.)

WHAT HAPPENED?	WHY?	WHAT LESSONS FOR MANAGING AN IRC?

NO HANDOUTS FOR SESSION 4B

NO HANDOUTS FOR SESSION 5A

HANDOUTS: Session 5B

SESSION 5B

Handout 1

DESIRABLE PERSONAL CHARACTERISTICS OF A RESOURCE CENTER MANAGER

Below is a list of desirable personal characteristics of a resource center manager. If you are currently the resource center manager in your country, assess yourself in terms of these characteristics. If you are not the manager, but you are considering someone for the job, assess him or her in terms of these characteristics. Make the assessment by putting an "x" on the line which best represents the degree to which you think the person has the characteristic.

	None				Excellent
1. Ability to initiate and carry through on projects with a sense of responsibility	1	2	3	4	5
2. Management skills; e.g., soliciting information, following through on ordering, networking with PVO's and other incountry agencies, etc.	1	2	3	4	5
3. Ability to read and speak fluently both English and the official host country language	1	2	3	4	5
4. Working knowledge of research methods	1	2	3	4	5
5. Ability to organize material	1	2	3	4	5
6. Ability to pay attention to fine detail	1	2	3	4	5
7. Knowledge of, and interest in, current PC/host country projects	1	2	3	4	5
8. Ability to work with all types of people under trying circumstances.	1	2	3	4	5

9. Does this person have previous experience with Peace Corps or another development organization? (recommended but not required)

___ Yes ___ No

HANDOUTS: Session 6A

SESSION 6A

Handout 1

CIRCULATION POLICY FOR INCOUNTRY RESOURCE CENTERS

Type of materials that will be used only in the center:

Who will use the materials that stay in the center:

Types of materials that will circulate:

Who will be able to use the materials that circulate:

System of record keeping for circulated materials:

Managing overdue material:

Staff to manage the circulation system:

Space for using the materials in the center:

HANDOUTS: Session 6B

SESSION 6B

Handout 1

GUIDELINES FOR DEVELOPING AN ACTION PLAN

There are six steps to developing an action plan which are as follows:

1. Setting Measurable Goals

Goals

- are a desired future condition, something to strive toward.
- can have a short or long term time frame for achieving the future condition
- can be broad or specific in focus, depending on the situation, but should provide direction and thrust

They answer the questions

- What is it that you want to accomplish?
- How do you want a situation to be different?

Example: Increase the number of technical materials in the field of health by 20 percent in the next six months.

2. Evaluating the Goals

- helps determine whether or not the goal is appropriate
- helps determine if the goal should be confirmed, abandoned, or changed

To evaluate, answer the questions

- Is the goal compatible with overall policies, interests of Peace Corps?
- Are the benefits that will be gained worth the effort that it will take to carry it out?
- Are the necessary resources available to reach this goal? If not, are they obtainable?
- What problems might arise in working to achieve this goal?

3. Describing action steps required to achieve the goals

- actions identified in order to reach the goal(s)
- actions are identified in sequential steps
- are often laid out through alternate strategies and then consolidated and/or refined into one optimal plan

4. Identifying a time frame for the action steps

- identifying actual time required for the individual steps
- identifying calendar time during which the action step will be completed

5. Identifying resources needed for completing the action steps

- can be time that needs to be made available
- can be people that will be working on the action steps
- can be equipment and supplies required to carry out the plan
- can be resources that are already available
- can be resources that might be relatively easily obtainable
- must be reviewed carefully to be sure that they can be made available in order that the plan can be completed — if not, the plan will have to be adapted to accommodate that resources that can be made available

6. Evaluating the results

- to be successful an action plan must be realistic
- overestimating is easy but can lead to failure

To evaluate, ask the following questions:

- how will you know whether or not the steps have been achieved?
- what measurements will you use to answer this question?
- have you allowed for contingencies which may interrupt the action being done?
- Have you tried to do too much or too little?

SESSION 6B

Handout 2

PREPARING AN ACTION PLAN

Measurable goals:

1.

2.

3.

4.

Review of feasibility of goals:

Revised Measurable goals:

1.

2.

3.

4.

Action Steps for Achieving the Goals

Goal:

1.

2.

3.

4.

5.

6.

7.

8.

Time Frame for steps:

Resources needed for completing the steps:

Ways to evaluate the completion of the steps:

Action Steps for Achieving the Goals

Goal:

1.

2.

3.

4.

5.

6.

7.

8.

Time Frame for steps:

Resources needed for completing the steps:

Ways to evaluate the completion of the steps:

Action Steps for Achieving the Goals

Goal:

1.

2.

3.

4.

5.

6.

7.

8.

Time Frame for steps:

Resources needed for completing the steps:

Ways to evaluate the completion of the steps:

Action Steps for Achieving the Goals

Goal:

1.

2.

3.

4.

5.

6.

7.

8.

Time Frame for steps:

Resources needed for completing the steps:

Ways to evaluate the completion of the steps:

HANDOUTS: Session 7A

SESSION 7A

Handout 1

REVIEWING THE ACTION PLAN

1. Does the plan have all the planning steps?
2. Does the plan have a time frame?
3. Are the resources necessary to carry out the plan identified?
4. Does the plan build on the current incountry resource center (if one exists)?
5. Does the plan take advantage of the resources of ICE?
6. Does the plan seem practical in what it hopes to achieve?

FOR HANDOUTS FOR SESSION 7B,

SEE MANUAL SECTION LABELED "EVALUATION FORM"

HANDOUT: OPTIONAL ACTIVITY

OPTIONAL ACTIVITY

Handout 1

GENERAL GUIDELINES: SPACE AND EQUIPMENT

1. A space approximately 8' by 12' to start
2. Easily accessible
3. Secure (i.e., able to be locked when not in use)
4. Adequately lit
5. Dry
6. Free of dust
7. Adequate shelving (i.e., approximately 6 feet to start)
8. At least one drawer for cards in a filing cabinet
9. Typewriter
10. Desk and chair
11. Table and chairs
12. General office supplies including Peace Corps stationery and envelopes
13. Access to photocopy machine, if possible
14. Stamps
15. Paper clips
16. Pens
17. At least fifty 3x5 index cards to start
18. Filing jackets
19. Mailing envelopes

WORKSHOP EVALUATION FORM

Peace Corps Information Collection and Exchange

INCOUNTRY RESOURCE CENTER WORKSHOP

EVALUATION

Your answers to the following questions will be very useful in helping us to continue to refine and improve the workshop. If we can clarify any of the questions, please don't hesitate to ask us. Thank you for your help.

1. Below is a list of topics and activities from this workshop. Please rate them in terms of usefulness to you using the following scale:

   1 = not very useful
   2 = useful
   3 = very useful

___ Sharing information among fellow participants

___ Peace Corps information needs

___ ICE functions and services

___ Purposes and functions of an Incountry Resource Center

___ Staffing and management

___ Potential sources of support and assistance

___ Example(s) of existing resource centers
(The field trip or the "show and tell" session)

___ Retrieving information for specific requests (Assignment Sheets)

___ Helping resource center users (Role play)

___ Classifying documents (Activity)

___ Keeping track of documents

___ Preparing an action plan for your own Incountry Resource Center

1. (contd.)

Did your group go on a field trip to a resource center?

___ no ___ yes

If so, how useful to you was the field trip? ____
(Please use the same "1", "2", "3" classification system as above.)

Did you do the optional activity to design a floor plan for your IRC?

___ no ___ yes

If so, how useful to you was this activity? ___
(Please use the same "1", "2", "3" classification system as above.)

2. How would you rate the quantity of materials distributed?

___ too much

___ about right

___ too little

What other materials might have been helpful to you?

3. How would you rate the overall quality of the materials?

___ above average

___ average

___ poor

How could we improve the quality of the materials?

4. How helpful, overall, were the materials to you?

___ very helpful

___ helpful

___ not helpful

How could we make the materials more helpful?

5. Please rate the level of presentation:

___ too high/too sophisticated

___ about right

___ too low

6. Were you able to participate as much as you wanted to?

___ yes

___ no

If not, what would have made it easier or more possible for you to participate?

7. Please rate the trainer according to the following criteria: (If more than one person acted as a trainer at your workshop, please assign one of them a circle and the other a square and mark the following chart accordingly, making sure we know which symbol stands for which trainer.)

	Poor				Excellent
7.1 Knowledge of subject matter	1	2	3	4	5
7.2 Presentation skills	1	2	3	4	5
7.3 Ability to facilitate participation	1	2	3	4	5
7.4 Overall performance	1	2	3	4	5

7. contd.

What suggestions do you have for the trainer to help him/her improve his/her performance?

8. In your opinion, what were the three best things about the workshop?

8.1

8.2

8.3

9. In your opinion, what were the three worst things about the workshop?

9.1

9.2

9.3

10. If you were in charge of this workshop the next time, what aspects would you retain?

11. If you were in charge of this workshop the next time, what aspects would you delete or change?

12. Please rate the workshop overall:

Poor				Excellent
1	2	3	4	5

13. Please share any additional comments or suggestions below or on the reverse.

Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

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